REPORT RESUMES

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PILOT PROJECT IN ELEMENTARY SCHOOL GUIDANCE, 1965-66.

BY- JOHNSON, ADNA AND OTHERS

CHATHAM COUNTY SCHOOL DISTRICT, SAVANNAH, GA.

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A COMPLETE REVIEW OF AN ELEMENTARY SCHOOL GUIDANCE PILOT PROJECT IN SAVANNAH, GEORGIA, WAS PRESENTED. TWO CITY ELEMENTARY SCHOOLS IN INTEGRATED, DISADVANTAGED AREAS WERE SELECTED. PREPLANNING OF THE DUTIES OF THE GUIDANCE COUNSELOR, GOALS OF THE PILOT PROGRAMS, AND EDUCATION OF TEACHERS AND COMMUNITY WERE COMPLETED. GUIDELINES ON ANECDOTAL RECORD KEEPING, THE GROWTH AND DEVELOPMENT LEVELS OF PUPILS, AND TEACHER-COUNSELOR ROLES WERE GIVEN. INSERVICE MEETINGS FOR TEACHERS WHICH WERE HELD TWICE A MONTH WERE DESCRIBED AND EVALUATED. ONE SECTION OF THE REPORT PRESENTS A TAPE OF INDIVIDUAL COUNSELING WITH A SIXTH GRADE BOY, AN ACCOUNT OF ANOTHER INTERVIEW, AND A DESCRIPTION OF THE GROUP COUNSELING HELD WITH STUDENTS AT VARIOUS GRADE LEVELS. EXAMPLES OF THE MEANS BY WHICH THE ELEMENTARY COUNSELOR'S ROLE AND GUIDANCE VIEWPOINT WERE CONVEYED TO LOCAL COMMUNITY GROUPS AND OTHER SCHOOL PERSONNEL WERE GIVEN. ONE STUDY WHICH WAS UNDERTAKEN DURING THE YEAR WAS ON READING TESTS WITH FIRST GRADERS. PRELIMINARY RESULTS SHOWED THE METROPOLITAN READING TESTS TO BE AN UNRELIABLE INSTRUMENT FOR USE WITH DISADVANTAGED CHILDREN. PLANS WERE MADE FOR FURTHER STUDY. THE REVIEW CONTAINED A THOROUGH EVALUATION OF EACH ASPECT OF THE PILOT PROGRAM AND THE PLANS FOR FUTURE MODIFICATIONS. (NS)

CG 000 045

Pilot Project
in
Elementary School Guidance

1965 - 66

Romana Riley Elementary School

Thirty-Seventh Street Elementary School

Savannah, Georgia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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- Foreword -

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference.

- Robert Frost

Acknowledgements

This booklet represents a resume' of elementary guidance in two pilot project schools at the Savannah Center. The project is a part of the NDEA Pilot Project funded by the Federal Government and administered by the State Department of Education.

The project did not become a reality until the summer of 1965. Many persons in the Chatham County Schools worked untiringly in their efforts to write the project and gain its acceptance. Special recognition goes to Dr. Thord M. Marshall, Superintendent of Education, who is very alert to the growing needs and opportunities to better serve these needs through expansion, experimentation, and implementation of new and better ways of educating youth.

Also, to Mrs. Saxon Bargeron, Director of Curriculum and Pupil Personnel Services, Mr. D. Brainerd Hodge, Assistant Director of Curriculum and Pupil Personnel Services, Mrs. Alice Arden, Director Elementary Education, Miss Ruth Folger, Supervisor of Guidance and Testing, Mr. Jerry Allen, School Psychologist, Mrs. Jewel Askew, Director Corrective Reading, Miss Emma Moore, Director of Materials Bureau and Audio-visual Aids, Mrs. Dorothy Ayers, Director Exceptional Children, principals of the elementary schools and the entire Central Guidance Committee, go thanks for all the assistance, support, and encouragement in initiating and implementing this project.

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To all the secretaries in the Guidance and Testing office, and to Mrs. Edna Morris, Secretary for the Pilot Project in these two schools, this work could not have been accomplished without your able help.

To parents and teachers, in whose hands rests the real power to evolve a dynamic program of elementary guidance, let us ever join hands to make an increasingly stronger team whose aim is to start and guide each child on his way toward becoming what he can become.

Adna Johnson
Elementary Counselor
May 1966

THE GUIDANCE PLAN

Description of Schools

Description of Testing Program

General Objectives

The Role of the Counselor

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DESCRIPTION OF SCHOOLS

1. Romana Riley School is a city elementary school situated within an area recently set up by the Task Force serving the local Office of Economic Opportunity as an area of economic need in our city.

Romana Riley serves children form Census Tracts 11, 20, and 21. Census Tract 11 has 805 families with a total population of 3,491 of which 3,310 are Negroes. One hundred thirteen families or 14.1 per cent of the population have an annual income according to the 1960 Census of $1,000 or less. One hundred thirty-two families or 16.4 per cent earn from $1,000 to $1,999, and 191 families or 23.8 per cent earn from $2,000 to $2,999. The total number of persons over 25 years of age with less than seven years of education is 939.

Tract 20 consists of a population of 3,704, or a total of 953 families. Ninety families or 9.4 per cent earn $1,000 or less. Two hundred one families or 21.1 per cent earn from $1,000 to $ 1,999, while 180 families or 18.9 per cent earn from $2,000 to $2,999. The Negro population is 2,799. One thousand seventy-six persons over 25 years of age have less than a seventh grade education.

Census Tract 21 has 1,012 families to total a population of 3,637, 546 being Negroes. Fifteen families or 1.5 per cent in this area earn $1,000 or less. Eighty-six or 8.5 per cent earn $1,000 to $1,999. One hundred twelve families or 11.1 per cent earn $2,000 to $2,999. Those persons with less than seven years of education total 427.

Romana Riley School is composed of 715 white, Negro, and oriental children with 23 regular classes, 2 classes for the mentally retarded children, and special programs in Corrective Reading and Speech Correction. There is a female principal and a school secretary serving full time in this school.

The neighborhood is highly mobile, changing form a stable middle calss group to a racially mixed community of low income.

Approximately 15 per cent of the pupils are provided with free lunch at school. Most of these pupils are white.

2. Thirty-Seventh Street School is a city elementary school composed of 321 pupils, with 11 teachers, a principal, and a school secretary. A school nurse also serves this school and Romana Riley.

Thirty-Seventh Street School has many problems of which the teachers are well aware. At least 2/3 of the 1965-66 first grade group rated in the fourth quartile on the reading readiness test. The cultural-economic background of the community is changing at a rapid pace. The school population is in a state of transition and mobility. Thirty-Seventh, formerly an all-white school, is now integrated.

The principal at Thirty-Seventh Street School is ayoung man with nine years of experience. He holds a master's degree and T-5 and A-5 certificates. He has had courses pertaining to Child Growth and Development and shows tremendous insight and understanding in working with elementary school children.

Description of the School Testing Program

The children in the first grade of Romana Riley and Thirty-Seventh Street Schools are given the Metropolitan Readiness Test the second week of school in September. These same children will be given the Kuhlmann-Anderson Mental Maturity test in May.

Third grade children are given the California Reading Achievement Test and the California Mental Maturity Test in September.
The fifth gr
The fifth grade children will be given the California Reading, Arithmetic, and Mental Maturity Test early in October.

These tests are used to assist teachers in grouping children in order to best provide for indidivudal differences.

General Objectives and How They Are to Be Obtained

a. In faculty discussion groups, discuss the needs of pupils and write down some goals to be obtained in view of expressed needs. Translate these goals into behavorial terms and give each person concerned a copy.

b. Point out weaknesses and inadequacies in the present cumulative record keeping and help teachers find the necessary information to make each pupil's record complete. This may be done by telephoning parents, or sending messages or forms by pupils.

c. Have a guidance committee in each school and work with the committee in planning in-service and discussion groups.

d. Have parent-study groups.

e. Refer pupils who need help beyond what the teacher, parent, and counselor can do.

f. Conduct group guidance dealing with personal problems and study habits.

g. Have small group and individual counseling sessions.

h. Have individual parent conferences.

i. Try to coordinate the work of the counselor with all agencies and personnel involved in a helping capacity.

j. Help pupils new to the system to become adjusted by showing them about the school and telling them what is expected of them by the school.

k. Help seventh graders get ready for junior high school through talks, discussions, and by having junior high pupils visit them and tell them about junior high school.

l. Act as a resource person.

m. Interpret the guidance program to parents and community organizations.

n. Identify with community organizations by attending their meetings.

o. Test and observe children

   (1) underachievers
   (2) gifted
   (3) EMR
   (4) emotionally disturbed
   (5) physically handicapped
   (6) others

   Visit in classrooms and talk with principal, teachers, parents, and community agencies.

p. Decide with the guidance committee on a research or evaluation study. Sell the study to the whole school faculty, and work together to accomplish the goal.

q. Assist first grade teachers with orientation and testing.

r. Interpret test results to parents and teachers as need arises.

s. Keep a log of all activities engaged in on a day by day basis.

t. Keep complete records on all activities and studies engaged in.

u. Regular scheduled meetings are to be set up to discuss problems and possible solutions.

The Role of the Counselor in the Elementary Guidance Project

The elementary guidance counselor offers guidance services which are part of a broader program of services provided by the school system. The counselor is at the center of the program which involves the entire school staff.

The teacher plays an essential role in the program, and it is imperative that there be a close working and inter-relationship between the two. The teacher must come to realize that the counselor has not come to take away from her status with the child, but to help her to extend her skills in working with children and to do some of the things for children that she does not have time to do because she is more involved with the teaching aspect of the program. Teachers need to realize, too, that the guidance program is aimed at prevention. Of course, there will of necessity be many minor problems that have to be worked on. The school needs to know that there is a limit as to what a parent or teacher may expect to do in the nature of solving problems. Children who are emotionally or physically ill need to be identified and referred. The counselor will know when and how to refer these pupils. In the meantime, patience and a positive attitude need to be kept by both teacher and counselor until such referrals can be made.

The school staff should know that the guidance program serves all children It is geared toward working with normal children. All children need guidance. All children may not need individual counseling.

The role of the counselor is one of flexibility in his relationship with others, but he must be the best understander of youngsters, the best coordinator possible, and a specialist in the problem solving process. He must be a sensitive communicator, a collector, a clarifier, and digester of problems in the school setting which are behavioral in nature. (Patouillet)

Counseling should be a service which results in improved guidance by teachers, not in less guidance by teachers. It is most effective when it produces a change in a child or a situation. It aims to raise the competency of the classroom teacher, not to build up a large "case load" for the counselor.

The teacher refers a child to the counselor. The counselor makes recommendations to the teacher after careful observation, study, and personal contact with the child.

The counselor helps children develop goals that enable them to be true to themselves, to discover their potentialities, and to acquire a realistic appreciation of their assets and their limitations.

INITIATING THE PROJECT

General Purposes of Board of Education

Guide to General Aims

General Duties of Guidance Counselor

Statement of General Purposes
THE BOARD OF PUBLIC EDUCATION FOR
THE CITY OF SAVANNAH AND THE
COUNTY OF CHATHAM
SAVANNAH, GEORGIA
1959

The purposes of education in the Chatham County School System stem from a commonly held philosophy of education which is adaptable to all instructional levels and in all areas. Our schools should provide opportunities for each individual to develop to his maximum potential and to make his greatest possible contribution as a participating member in a democratic family and society. In order to accomplish this goal, the public schools should educate each individual so that he:

- . . Acquires proficiency in the use of tools and resources of learning.
- . . Continues to grow in self-direction and in assuming responsibility for his actions.
- . . Achieves skills and habits of constructive and critical thinking and channels his curiosity into a painstaking search for, and a careful evaluation of, evidence.
- . . Understands and practices habits conducive to good physical and emotional health.
- . . Expresses himself creatively and appreciates aesthetic values.
- . . Grows in moral and spiritual values.
- . . Seeks to understand and make the best use of his natural environment.
- . . Develops understandings and attitudes necessary for living democratically with other people.
- . . Has interest in, and knowledge of, social problems and assumes some responsibility for their solution.
- . . Recognizes individual and group differences and seeks compromises when differences produce conflict.
- . . Selects his occupation in terms of his ability and training and seeks to maintain and improve his occupational efficiency.
- . . Knows the satisfaction of good workmanship.

GUIDE TO GENERAL AIMS

1. Have copy of General Duties of Guidance Counselor placed into hands of each teacher.

2. In faculty group, (pre-week) discuss needs of pupils and the services needed to meet these needs. Write down the goals and translate these goals into behavioral terms. Make copies for each faculty member to keep. Appoint a guidance committee.

3. Assist first grade teachers with orientation and testing.

4. Plan with the guidance committee a program of in-service training for the school.

5. Interpret the guidance program to parent and community organizations.

6. Identify with community organizations as needs arise.

7. Develop group guidance programs in personal problems, reading problems, study habits, attendance, health, etc. as needed.

8. Refer children needing intensive diagnosis and treatment.

9. Counsel with children having minor personal problems that interfere with school life.

10. Test and observe children -
    (a) underachievers
    (b) gifted
    (c) EMR
    (d) emotionally disturbed
    (e) physically handicapped
    (f) others

11. Help teachers and parents understand children - normal and problem.

12. Have parent conferences as needed and/or requested.

13. Study cumulative records and, if needed, implement better ways of obtaining and using information.

13. Conduct research and evaluative studies relative to the effectiveness of the guidance program.

15. Coordinate with the junior high school feeder schools, and help prepare students for the change.

GENERAL DUTIES OF GUIDANCE COUNSELOR

1. Guidance services are part of a broader program of services offered by the school system. They are usually called pupil personnel services.

2. The guidance program serves all children.

3. The guidance counselor is at the center of a guidance program which involves the entire school staff. The teacher plays an essential role in the program.

4. The guidance counselor:

    (a) Tests and observes children who have learning difficulties, who are underachievers, who show signs of emotional disturbances, who need placement in special classes, and those who are being considered for referral to other specialists.
    (b) Counsels children with minor personal troubles that interfere with school life.
    (c) Consults with teachers, principal, and parents to help them understand normal children as well as children with problems.
    (d) Refers children needing intensive diagnosis and treatment to proper specialists and/or community agencies, and interprets their findings and recommendations to teachers and parents.
    (e) Provides in-service education for teachers.
    (f) Develops group guidance programs dealing with common personal problems, study habits, and preparation for junior high school.
    (g) Interprets the guidance program to parent and community organizations.
    (h) Conducts research and evaluative studies relative to the effectiveness of the guidance program.

WORKING WITH TEACHERS

General Guides for Parent Conferences

Anecdotal Records

Some Contrasts between Teaching and Counseling

Seven Basic Attitudes for Understanding Human Development

Developmental Tasks

Growth and Development Characteristics

School Life

Do You Have a Guidance Point of View?

GENERAL GUIDES FOR PARENT CONFERENCES

1. Responsibility for success or failure rests with the teacher.
2. Arrange for complete privacy with no interruptions during the conference.
3. The greeting should be friendly and relaxed.
4. Find out how the parent is thinking and feeling about the child. Let the parent do the talking.
5. Listen, and then listen some more.
6. If the parent is concerned about the child's behavior let him explore this with you.
7. It is not the teacher's or counselor's job or place to judge, blame, or fix responsibility for the difficulties.
8. If the parent gives what he thinks is the reason for a child's behavior, accept it, and if desirable present other possible causes for consideration. It is better to present several alternatives.
9. If the parent suggests a plan of action, accept it if at all possible to do so.
10. It does not help to argue with the parent. Be accepting of the parent's view.
11. Remember parents find it difficult, if not impossible, to be objective about their children.
12. Be ready to recognize problems that are too difficult and be aware of possible referral resources.
13. Close conference with a forward going note. Plan for the next conference and any definite action to be undertaken by child, parent or teacher.
14. Follow-up conference later by some contact or statement as to what has been accomplished.

Submitted by

Virginia Nelson
Elementary School Counselor
Jackson Elementary School

ANECDOTAL RECORDS

The anecdotal record is a form of incidental observation; some significant item of conduct; a word picture of a student in action; a narrative of events in which the student takes part; the teacher's best effort at taking a word snapshot of a student in action.

Characteristics of a Good Anecdote:

1. Objective reporting is the essence of a good anecdote. Do not mix fact and opinion.
2. The anecdote may consist of a brief, clear statement of what took place. The teacher may or may not add her own interpretation.
3. The anecdotal method is cumulative in nature.

Cautions in the Preparation of Anecdotes

1. Be sure that the report of behavior is correct and as objective as you can make it.
2. As a teacher, never keep an anecdotal record to explain or justify your action. The purpose of the record is to help the entire school staff to obtain a better understanding of a given student.
3. A brief background against which the action took place is important.
4. Anecdotal records should be destroyed when they no longer serve any useful purpose. They should also be kept confidential.
5. Understanding a child does not mean instant change. Adjustment is a long-term process because a new set of habits must be formed. The teacher and counselor must support the child who is making adjustments.
6. An anecdotal record should not attempt to report negative impressions only. A teacher needs to look for evidence of growth to report also.

Values of Anecdotal Records:

1. Anecdotal records help persons to understand the basic personality pattern of each individual and of changes in its growth.
2. They help personnel to become child centered.
3. They encourage understanding of the larger school problems.
4. They provide information that the counselor needs in controlling the conferences with individual pupils and counselors.
5. They help pupils understand their own behavior.
6. They point up the needs in curriculum construction and modification.
7. They help the teacher and counselor to summarize behavior and character traits of individuals.
8. They aid in referrals of pupils for clinical services.

Sample Anecdotes:

Poor: In study hall today, George showed his great desire to get attention, particularly from girls, by whispering and clowning for the benefit of everyone about him whenever he thought the teacher's attention was elsewhere. He seems to be a born trouble-maker who will be a bad influence in this school. I think the principal and his counselor should call him in and take strong action before it is too late.

Why: The phrases "showed his great desire to get attention," "born trouble-maker," and "bad influence in this school" are matters of opinion that have no place in a report of the incident itself. An objective report of what took place would read approximately as follows:

Good: Incident. In study hall today, George whispered frequently and created a disturbance by various antics which attracted the attention of the pupils sitting near him.

FORM TO USE

Date	Observer	Anecdotal Record
9/18/65	Teacher I	John became angry when the assignment was longer than he thought it should have been. He said, "I'm not going to do that work." I told him to do what he thought best about it. The next day the assignment was done. Comment: I believe that John is subject to sudden outbursts of temper. During these times it is useless to talk to him because he seems to expect an argument. I have observed this several times, and after almost every such experience he does the thing he knows is right, even though he has opposed it.

From "Techniques of Guidance" - Traxler

Note to Teachers

The anecdotal record is a guidance instrument used to help you become a more understanding teacher.

Will you try out this instrument on just one child in your class?

You don't have to make this a chore. Some days you may have nothing to report. Other days you may jot down an item or two during the day and write it up later.

Don't feel that this is something else you have to do. You don't have to do it, but if you decide to, we can plan times when, as a group, we can share our anecdotes, analyze and summarize them.

This may well be some valuable experience for you even if you have done this before. Each year brings a new sea of faces and a new and different set of youngsters. All may have the same basic characteristics but each one has a different personality.

Our job, as school people, is to help them develop in the best possible way.

Adna Johnson

SOME CONTRASTS BETWEEN TEACHING AND COUNSELING

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THE ROLE OF THE COUNSELOR

The rapid development of counseling has often resulted in confusion and uncertainty regarding the responsibilities to be carried on by counselors. This confusion has been particularly evident in understanding the distinctive roles of classroom teachers and counselors. The following materials attempt to portray some of the differences in the work of teachers and that of counselors.

There are many areas of overlapping in the activities of all staff members in any school. This is particularly true of the work of counselors and teachers. Many of their objectives are similar. The teacher attempts to attain these objectives through her classroom responsibilities. The counselor seeks these objectives through counseling relationships.

TEACHING	COUNSELING
1. The teacher needs to know pupils so that educational objectives are attained and normal growth processes encouraged.	1. The counselor needs to know pupils in terms of specific problems, frustrations and plans for the future.
2. The subject matter outcomes (or objectives) to be attained are known by the teacher.	2. The subject matter of the interview is unknown to the counselor and sometimes unknown to the counselee.
3. The teacher is responsible for encouraging growth toward objectives partially determined by the social order (citizenship, honesty). The teacher has a responsibility for the welfare of the culture.	3. The counselor is responsible for helping the COUNSELEE resolve his own personal problems. The counselor has a responsibility for the welfare of the counselee.
4. Teaching starts with [illegible] group relationship and individual contacts grow out of and return to group activities.	4. Counseling starts with an individual relationship and moves to group situations for greater efficiency or to supplement the individual process.
5. The teacher is responsible for the welfare of many children at one time.	5. The counselor is responsible for only one person at any one time.
6. The teacher carries on most of her work directly with children.	6. The counselor works with and through many people. Referral resources and techniques are of considerable importance.
7. The teacher uses skill in group techniques with greater frequency - while interviewing skills are used less often.	7. The counselor uses interviewing skills as a basic technique.

TEACHING	COUNSELING
8. The teacher uses tests, records and inventories to assist the instructional (educational) process.	8. The counselor uses tests, records, and inventories to discover factors relating to a problem. The results are used for problem-solving (therapeutic) purpose.
9. The teacher has many tools (curriculum outlines, books, work-books, visual and auditory aids) to increase her effectiveness.	9. The counselor has no tools which are used with all the counselees. She must first help the counselee discover problems and their causes and then the individually appropriate sources of assistance.
10. The teacher needs to increase her information relating to instructional activities.	10. The counselor needs information not frequently used by teachers, information about occupations, training institutions, colleges, apprenticeship programs, community occupational opportunities, placement, referral agencies, diagnostic and clinical instruments.
11. The teacher has a "compelled" relationship. Children are required to be there.	11. The most effective counseling comes from voluntary association. The counselee must want help and must feel that the counselor can be helpful.
12. The teacher deals with children, the majority of whose adjustments are happy and satisfying.	12. The counselor's clients are disturbed by frustrations. They are often characterized by emotional tensions, previous disappointments and lack of confidence.
13. The teacher is much concerned with the day-to-day growth of pupils and with their general development.	13. The counselor is concerned with the counselee's immediate problems and choices, but she is also interested in helping the counselee develop workable long-term plans.
14. The skillful teacher tries to develop many abilities which increases her instructional effectiveness.	14. The skillful counselor tries to develop many of the abilities used by a wide variety of highly technical specialists: psychiatrist, clinical psychologist, test technicians, occupational information specialists, social workers, placement officers, etc.

SEVEN BASIC ATTITUDES FOR UNDERSTANDING HUMAN DEVELOPMENT

1. Teachers should be people-centered people. We need to look for such people and to encourage them to enter the teaching profession. We will find them in homes and in schools where human values are stressed.

2. Teachers need to be interested in why people behave as they do. We need to be constantly asking, "How do you get that way?" Observation of the insights and activities of students of all ages convinces us that everything we do has a cause. This understanding will help teachers to reserve judgment in condemning the activities of students, to eliminate fear as a motivating device, and to strive for the development of a willingness and a desire to behave in the desired way.

3. Teachers should feel satisfaction from pupil growth, no matter how slowly this growth takes place. There is a need for broadening our concept of what growth comprises in order to secure this satisfaction. Satisfaction comes from looking at the positive aspect of growth. Teachers need to emphasize success, what children can do well, and blend with it the things they have yet to learn. In this connection, it should be recognized that growth takes time. It cannot be forced. We may have to wait three months to get a smile from a student. Children often have to learn to trust adults.

4. Teachers should experience excitement and enthusiasm in the individual differences of children. Children should be accepted for what they are, realizing at all times that each child must play his own role. The slow-learning child has something to offer to the fast-learner. Some children may be brilliant but slow in their mental pace. Parents learn to manage the individual differences of children; teachers must learn this too.

5. Teachers need an awareness of and faith in the processes of development. We need to know facts of development. We need to know what is "normal" development so that children, and particularly adolescents, don't get into

trouble just for being "normal." It is important to recognize that when eleven-year-old boys won't dance with the girls in the class that this is a natural behavior for their age level. We ought to know that when a fifteen-year old girl locks her door she is not rejecting adults.

6. Teachers need to enjoy boys and girls. "We find too many people too serious too much of the time.' We don't laugh together unless we believe in each other. It is important, and it is fun, for the teacher to enjoy the crude humor of the adolescent.

7. Teachers need to develop an over-all attitude of "loving objectivity". This means being objective in evaluating the behavior of the child and adolescent. Every child brings all of his experiences with him to school. The child's behavior at school and on the playground is a reflection of all his past. The teacher should realize that most of the annoying behavior of children is not directed against the teacher, but rather the bringing of his feelings and past experience to the present scene.

--- Dr. Alice Keleher

Submitted by Frances Saunders, Teacher
Riley Elementary School

ROBERT J. HAVIGHURST'S - DEVELOPMENTAL TASKS

The period from 12 to 18 is primarily one of physical and emotional maturing. The principal lessons are emotional and social, not intellectual. School loses its appeal in the wide-open mind of the child and must cater to the selective interests of the adolescent. The vocational interest comes to the fore. Toward the end of this period may come a time of altruism, and reflection on problems of good and evil.

These Developmental Tasks are based on a set of American democratic values, seen from a middle-class point of view.

Tasks of Early Childhood (1 to 6)

1. Learning to take solid foods.
2. Learning to walk.
3. Learning to talk.
4. Learning to control the elimination of body wastes.
5. Learning sexual modesty.
6. Forming simple concepts of the physical world.
7. Learning to distinguish right from wrong.
8. Learning appropriate social behavior with siblings and parents.

Tasks of Middle Childhood (6 to 12)

1. Learning to care for one's person - to dress, keep clean, etc.
2. Developing physical skills as used in games.
3. Learning a sex role.
4. Learning fundamental intellectual skills necessary for everyday life, the three R's.
5. Learning to get along with age-mates.
6. Developing concepts necessary for everyday life.
7. Developing conscience and a scale of values.
8. Developing attitudes toward 'social' groups and institutions - race, regligion, school, government, nation, etc.
9. Learning to control emotions.
10. Learning wholesome attitudes toward oneself as a physical organism.

Tasks of Adolescence (11 to 18)

1. Accepting one's physique and accepting a masculine or feminine role.
2. Achieving new relations with age-mates of both sexes.
3. Achieving emotional independence of parents and other adults.
4. Achieving assurance of economic independence.
5. Selecting and preparing for an occupation.
6. Developing intellectual skills and concepts necessary for civic competence.
7. Desiring and achieving socially responsible behavior.
8. Preparing for marriage and family life.
9. Building conscious values (esthetic, religious, ethical) in harmony with an adequate scientific world-picture.

GROWTH AND DEVELOPMENT CHARACTERISTICS

ELEVEN-YEAR-OLDS

In grade six the children are likely to set school behavior patterns because they are the oldest and most mature of the elementary school.

Girls of this age begin to forge ahead of boys both physically and emotionally.
Muscular growth is rapid and accompanied by restlessness.
Boys and girls may become normally loud of voice in social situations.
These children are strongly individual.
Some boys and girls will display overweight; others droopiness and fatigue.
There is a beginning of keen competition.
There is a tendency to take on too many activities.
To many of these children, prestige within the group is more important than adult approval.
A strong interest develops about sex, especially among girls.
Many children worry about their health at this age.
There is need for increased group cooperation and participation.
A variety of activities must be provided for children of this age.
Many of the growth and development characteristics noted for grade five and for grade seven will be found in grade six because of the great overlapping in every room of age and stage of maturity.

TWELVE-YEAR-OLDS

To understand the students in Grade Seven, there should be an awareness of the nature of the students.

The following characteristics are indicative:

Developing muscles or increasing strength.
Uneven development, awkwardness and self-conciousness.
A big appetite yet often a "pickiness" about food.
Pronounced increase in weight.
Changing voice.
Eagerness for new experiences.
Tendency toward rather highly-organized competitive activities.
Attachment to groups with strong loyalties.
Improvement in ability to plan.
Curiosity about self.
Preference for hobbies involving technical skill and specialized knowledge.
General inquisitiveness.
Deep interest in the opposite sex.
Liking for adult amusements.
Critical attitude toward environment.
Yen for stories.
Excitation and fatigue brought on very easily.
Desire for recognition by others.
Enjoyment of descriptive slang.
Tendency to cast off adult direction.
Loudness.

THIRTEEN-YEAR-OLDS

To understand the students in Grade Eight, there should be an awareness of the nature of the students.

The following characteristics are indicative:

Development of muscles or increase of strength.
Uneven development, awkwardness and self-consciousness.
A big appetite yet often a "pickiness" about food.
Pronounced increase in weight.
Changing voice.
Eagerness for new experiences.
Tendency toward rather highly-organized competitive activities.
Attachment to groups with strong loyalties.
Improvement in ability to plan.
Curiosity about self.
General inquisitiveness.
Preference for hobbies involving technical skill and specialized knowledge.
Deep interest in the opposite sex.
Liking for adult amusements.
Critical attitude toward the environment.
Yen for stories.
Excitations and fatigue brought on very easily.
Desire for recognition by others.
Tendency to cast off adult direction.
Enjoyment of descriptive slang.
Loudness.

SCHOOL LIFE

Six shows a positive anticipation of first grade. His mother usually accompanies him on the first day but this adjustment is more assured if he has visited the teacher and has seen the room and materials previous to his induction into the group. The majority like school and want to do "real work" and to "learn". They like to do "everything"; they do "too much". Dislike of school ordinarily does not occur until the end of the year when the child, for one reason or another, has been unable to maintain his place in the group. Not infrequently, however, and unpleasant experience makes him refuse to go to school for one or several days. Perhaps he was frightened by a story, or was asked to put on his rubbers by himself or was asked to count and pass the crackers! He may limit his refusal to a certain day when he knows there is to be an activity he does not like. He may still wish to go to some other school, perhaps to one that he has formerly attended.

Even under the best of handling, six will probably be fatigued by his difficulties of adjustment and will have his share of colds. Two weeks after school starts absences become a common occurrence throughout most of the year. But some controls can be instituted to alleviate these absences. The 6-year-old is not ready for all day attendance. He still profits by an activity rest period at home when he is alone. He may adjust to an all day session by Christmas time. In some groups Monday is the poor day after a week-end at home; in others, it is Friday after a week at school. Adjustments are best planned according to the group.

The interrelationship of home and school is important to the 6-year-old. He brings many things to school: stuffed animals, dolls, flowers, bugs, shells, fruit, and especially books. These are brought to show his classmates, or more especially to his teacher. He may also bring a treat of cookies for the whole group. He also takes things home as well, such as his drawing and his carpentry.

His parents' response means a lot to him. The thrill of the year comes when he takes home the first primer he has mastered. It is to be hoped that parents will not criticize any errors at this moment of triumph.

Parents often are disappointed that Six reports so little about his school experiences at home. Six is most apt to bear tales about bad things other children do or to boast beyond reality of his own accomplishments. The outstanding nonconforming child is sure to be reported upon by most of the children in the group. A bedtime chatting period is an excellent opportunity for the 6-year-old to talk about himself and his school experiences.

Parent-teacher interviews by telephone or by appointment provide a means of reporting significant home or school behavior. The teacher not only gains from these interviews, but the mother comes to feel that she is more a part of the school family, ready to step in and help whenever she is needed.

In characterizing first grade behavior, teachers comment as follows: "One day it is very exciting to teach first grade; the next day it is very dull." "Sometimes you have to work very hard; at other times you don't have to work at all." There are wide swings of behavior. "Things come in spells, like talking out loud all the time. You handle that specific behavior, try to counteract it as well as you can (whispering is the antidote) and suddenly the behavior has disappeared and all too soon something else takes its place."

Despite these ups and downs, these extremes, Six wants to work. He would be continually happy if life were just one long series of beginnings. He gasps with excitement in his eagerness to tackle a new thing. It is the middle of a task which confuses him. He may want to give up, but with his teacher's help he may see the end and then he is thrilled to attack the end as a new beginning. Any help or praise from his teacher spurs him on; he is trying to conform and to please his teacher and himself. He likes an opportunity to show and talk about his finished product.

The activity program at six includes crayons, paint, clay, carpentry and large outdoor blocks, materials familiar from kindergarten days. These, however, are now approached more spontaneously and more experimentally. Products show a new creativeness, though the child may for a short period do the same picture or painting over and over again. He needs some simple direction and help to plan what he will do and also needs guidance along the way. Direct interference, however, is not tolerated by Sixes.

Learning to utilize symbols in reading, writing and arithmetic is his new challenge. Six especially likes group oral work since he is such an incessant talker, but he is more flexible than he was at five, and likes a variety of approaches to learning. He likes to recognize words which the teacher puts on the blackboard, and to write at his desk. (He cannot copy from the blackboard with facility as yet.) He begins to print small letters although he tends to reverse them and to revert to capital letters. Capitals are simpler to form and have less reversibility. With certain children, capitals probably should be used throughout first grade, or at least until the child shows a spontaneous desire to shift to small letters. Writing as well as reading induces the typical tensional overflow of chewing pencils, hair, or fingers. Six likes to write something for his mother or father. He may recognize his reversal of a letter but he does not always stop to correct the reversal.

The 6-year-old is learning to read combinations of words. He comes to recognize words out of their familiar setting and learns new words out of text before he approaches them in text. He makes a variety of errors: He adds words to give balance (a king and a queen). He reverses meaning (come for go). He substitutes words of the same general appearance (even for ever; mother for mouse, saw for was). He adds rather than omits words (little, very, y at end of a word). There is also a tendency to carry down a word which he has encountered on the line above. Pronouns may be interchanged (you for I).

Many children use a marker or point with their fingers at this age, and they may bring their heads closer as they continue to read. Mouthing of pencil, tongue, hair, or fingers is frequently seen, as well as wriggling or even standing up.

Six still likes to be read to both at home and at school and will listen to almost anything you read to him. He takes his primer home to read but may also try to read the books he had when he was younger.

Six is learning number symbols (digits) as well as letters and they are simlilarly reversed. In writing numbers he may say: "I never do 2's so good." Some people make 8's like this.' "I'm tired. I'm hot too." The one by one counting of objects is less evident; he begins to group objects into four of this and five of that. Balanced pairs as 3 + 3 or 5 + 5 are favorites.

At this age girls are usually better in reading, writing and drawing, while boys are better in number work and listening to stories.

Six does not enter the classroom with the directness of Five. Some may even dawdle outside. The teacher is ready to greet the child, inspect what he has brought or give him a reassuring word when necessary. He still needs some help with rubbers and difficult articles of clothing, and the teacher should be ready to supply needed help. The better coordinated children are often eager to help those who cannot manage by themselves. A few do best if they dress apart from the group.

Six shifts from one activity to the next with comparative ease. He is willing to stop, even though he is enjoying what he is doing, and can leave a task incomplete and finish it the next day. If there is too much slack between activities, the boys especially are apt to wrestle with each other.

Toileting is relatively easy, if the toilet adjoins the room. Six can go by himself although he may announce that he is going. He accepts the teacher's suggestion of a special time if he has not gone already. Girls and boys can use the same facilities which preferably should not have doors. Doors seem to stimulate a new awareness of functioning, expressed in giggling and peeking.

Six is oriented to the whole room and to the whole group. He is constantly on the move or manipulating things. He is impatient when his flow of movement is interfered with unless by chance you are going in his direction. He talks of his own performance and that of others. Occasionally an orgument between two children may attract one child after another until the whole class is attentive, but as a rule it dissolves as another child picks up a mere thread or word of the conversation.

Characteristic verbalization during free play is illustrated by the following:

"I won't be on your side if you do."

"Oh, I know that one."

"Look Rosalie, this is the first page."

'Let's change places in the desks

"Miss H. do you know what SF means?"

"I need an eraser and I can't find it and I need one."

"Oh, shoot the shoot pifs."

"You want red, I want blue."

"If he finishes it any more he'll ruin it."

"Hey, you started it." (Snatches book)

"Give that right back." (Snatches book)

"You know what I'm doing?"

"Fall. That's when you fall down. That's when apples fall.
That's why we call it fall."

"Hello, measles, hello, chicken pox."

"Hello, whooping cough."

Six enjoys the feel of the group. Groupings are often of twosomes and frequently shifting. The activity determines a group in part but emotional responses are now playing a stronger part. Certain children are apt to spoil group games and the proximity of the teacher may help, but often these children need to be kept apart and busy with something they enjoy doing such as digging or building.

Taken from "The Child from Five to Ten"
Harper & Brothers Publishers
Authors: Arnold Gesell, M.D.
Frances L. ILg, M.D.

DO YOU HAVE A GUIDANCE POINT OF VIEW?

1. A guidance point of view means that the child, not the subject, is of major concern.
2. Teaching from a guidance point of view means learning to work effectively with a team, generally consisting of teachers, principal, special teachers, supervisors, nurse and counselor. There must be mutual respect and cooperation on a guidance team: without them, the team fails in its responsibility to the children.
3. The role of the teacher with a guidance point of view includes the responsibility for understanding the importance of group relations as well as individual acceptance in the classroom; it also includes the responsibility of seeing that the child succeeds in mastering subject matter at his level of ability.
4. The teacher uses the counselor as a dependable resource for help in developing ways of working with children with special problems.
5. A teacher with a guidance point of view is interested in the experimental approach to working with children and their learning problems.
6. A guidance-minded teacher recognizes that early prevention of problems before they reach major proportions makes for sound reasoning.
7. A teacher with a guidance point of view does not feel a sense of personal failure when she calls in a member of the team for assistance.
8. A teacher with a guidance point of view takes the time to sit down with the counselor who has studied the case and cooperatively devise a plan of action to use in working with an individual or a group.
9. The teacher is the means through which programs designed to assist in the solution of guidance problems are implemented.

Faculty In-Service

Report of Plans for School Improvement

In-Service Meetings for Romana Riley School

What Next? What Is Needed to Make the Program A Vital One in the School and Community

Tentative Plan for Thirty-Seventh Street School In-Service

Evaluation of In-Service for Thirty-Seventh Street Elementary School

Projected In-Service Plans for 1966-67

REPORT OF
PLANS FOR SCHOOL IMPROVEMENT
1965-66

1. Statement of the problem or project for study:
   Development of a framework Guidance and Counseling Program in Romana Riley Elementary School.

2. Status of the problem or project at beginning of the study:
   The faculty and staff are involved in a pilot study:
    1. Initiating a guidance program
    2. Clarifying the roles of individual members of the group
    3. Employing the services of Service Agencies in the community

3. Description of procedures to be used:
    1. An introductory discussion of area needs
    2. Research as to what a guidance program for elementary children is elsewhere
    3. Understanding of local facilities which may coordinate and aid our program.
    4. Preparation of physical facilities to house counselor, records, etc.
    5. General understanding by all staff members of various phases of the program.
    6. Use of test results
    7. Study of one child by each teacher
    8. Exploration of facilities offered by agencies in community

4. Description of provisions to evalute the effectiveness of procedures:
    1. Is teacher better able to help child as result of study
    2. Group evaluation
    3. Individual evaluation

5. Designation of leadership responsibilities:
   The Steering Committee will direct and coordinate the program with assistance of School Counselor.

6. Resources to be used:
   Miss Ruth Folger, Supervisor Guidance-Testing
   Mrs. Adna Johnson, Counselor
   Mr. Jerry Allen, Psychologist
   The various Social Agencies
   Child Guidance Clinic
   School Nurse
   Visiting Teacher
   Books, periodicals
   Personnel from State Department

7. Provisions for time (meetings):
   2nd and 4th Tuesdays

Study Group Leader - Steering Committee
Romana Riley School
October 8, 1965

IN-SERVICE MEETINGS FOR ROMANA RILEY SCHOOL

Subject: Development of a Framework for a Guidance and Counseling Program

Time: 2nd and 4th Tuesdays (3:00 - 4:00 P.M.)

October 26	Presentation of the program to the faculty
November 9	General discussion by the faculty with Miss Ruth Folger
November 23	What are the needs of children in the Romana Riley area? Miss Rachel Dedmon - District field instructor of Social Workers, University of Georgia
December 14	How can teachers use available local facilities? Miss Lorene Putsch - Director Family Counseling Center of Savannah, Inc.
January 11	How are Elementary Guidance and Counseling Programs set up in other areas? Mrs. Adna Johnson - Counselor
January 25	The Children in our School Area and their Needs - Mrs. Laverne Robbins - Public Health Nurse
February 8	What can the School do to aid the Court in work with Children? Mr. J. A. Neidermayer - Director Juvenile-Domestic Relations Division of the Superior Court of Chatham County
February 22	Corrective Reading as an Approach to help in solving Problems Mrs. Jewel Askew - Elementary Supervisor
March 8	How can we use test results to the best advantage? Miss Ruth Folger - Supervisor Guidance and Testing
March 22	The Needs of a Child in Grades one through seven Miss Dorothy Thompson - Armstrong State College
April 12	Evaluation of the Guidance and Counseling Program to date Steering Committee Report to be sent to Southern Association of Colleges and Schools
April 26	What next? What is needed to make the program a vital one in the school and the community? Mrs. Adna Johnson - Elementary School Counselor, Chatham County

Steering Committee: (1) Mrs. Mason, (2) Mrs. Dillon, (3) Mrs. Baxley,
(4) Miss Youngblood, (5) Miss Honeycutt,
(6) Mrs. Kennickell

WHAT NEXT? WHAT IS NEEDED TO MAKE THE PROGRAM A VITAL ONE IN THE SCHOOL AND COMMUNITY?

As you know, I recently attended the Personnel and Guidance Association in Washington, D.C. At this convention, I attended every meeting possible that concerned itself with Elementary Guidance.

It was my privilege to hear Dr. Ray Patouillet, Dr. Donald Ferguson, Don Dinkmeyer, C. Gilbert Wrenn, Dr. George Hill, and others speak on this subject. All are outstanding writers in the field of Elementary Guidance. Some ideas that they gave seem suitable to be shared with you at this time. Dr. Patouillet said that what a counselor does is influenced by the nature of the population, play media, and stress on learning.

Dr. Beryce MacLennon said that before an effective program could be initiated one must find out what the staff wants to achieve. Dr. Patouillet described the counselor as a Child Development Specialist. He also said that the counselor is a member of a team and his work is related to the purposes of the school. Too, he stated that the expectations of the principal determined the role of the counselor in that particular school.

Perhaps with these general statements in mind, we might look at our own school. Human behavior, feelings, and attitudes are practically impossible to evaluate objectively. There have been many attempts to measure attitude and personality but the results of these measurements have not proved to be too valid. Therefore, anything that I may say in the way of evaluation here is purely subjective and obtained randomly from chance remarks, feelings, and statements that have served as feed-backs toward the assessment of certain activities of a guidance nature.

Assuming that the primary purpose of the school is to help children grow and develop intellectually, socially, emotionally, and physically, the counselor then assumes the role of counseling, consulting, and coordinating. This role can be executed only to the extent that each member of the staff understands this role and attempts to share his concerns about children and their development with others who serve in a helping capacity. There must be a close working relationship between parent-counselor-teacher-child-principal-and others such as speech therapist, nurse, etc., if the services are to mean much.

Of the 24 teachers on this faculty, the counselor has had some relationship with 21 of them, even though the relationships were slight in some instances. I personally feel that there is a need for more teacher-counselor involvement; though, believe me, I don't know how you can find time within your school day to do more than you are now doing. If the faculty feels that this is a real need, it seems that some plan might be devised whereby the teacher have at least thirty minutes per week during the school day to visit with the school counselor.

A quick survey of the school revealed that we have approximately 100 children who are failing consistently in one or more subjects. This figure represents approximately 15% of our student body. Only about one-fourth of these students have been brought to the attention of the counselor. The teacher, principal, parent, and counselor should know exactly why each of these students is failing and all should be working together to prevent this situation, if possible. At least, this should be our aim or goal; and we should be conscious of it, so that we might begin looking in that direction.

There have been attempts at counseling, both individual and group. The aim of counseling is to change attitudes or effect adaptive behavior. I do not know if counseling has caused any appreciable changes or not. I rather expect not. In many instances, too little was done too late. A child does not become a child with serious problems overnight. Just as his problems have gradually developed as far as succeeding in school, he needs encouragement and support over a long period of time to learn how to deal with them. In severe cases, the counselor may be another person who tries to help the teacher to be a little more accepting and understanding of a particular child in trouble with himself and society. I feel that the counselor this year has been engaged in what we might term "first aid" to a few children in distress. Time will tell if all our efforts have proved fruitful.

I feel that much work needs to be done in the area of communication and coordination. Sometimes our wires get crossed and "short circuits" occur. Please offer suggestions on how communications can be worked out more effectively. Remember we are experimenting.

To date, I have worked out a program of in-service which might prove fruitful if you and your principal see fit to initiate it for the 1966-67 school year. If Miss Burroughs approves, you will be getting a copy to study and revise as you see fit. It serves merely as a guide.

Also, I would like to see all children engaged in some types of guidance activities next year. We could work out a guide for you and your class according to your needs.

A fully operating guidance program should include:

1. An enhanced and enriched program of child study.
2. Early identification of children with needs.
3. Counseling.
4. Better home-school relations.
5. Better classroom and community understanding of the world of work.
6. A planned program of guidance instruction by grade level.
7. An in-service guidance program.
8. Research and evaluation.
9. Coordination with community and special services.

At Riley, we have planted a few seeds. We are establishing a base. It takes time for programs to grow. But most of all it takes involvement. If all of us become sufficiently involved and are genuinely interested in having a program evolve within the setting of this school community, we can surely have sufficient data and other evidence to establish guidelines for Elementary Guidance by the close of the 1966-67 school year.

I am not discouraged about our accomplishments this year, but there is always more to do than we can seem to get done. Let's look forward to more progress through cooperation, understanding, communication, and coordination.

Tentative Plan for Thirty-Seventh Street School In-Service

THE SCHOOL AND THE DISADVANTAGED COMMUNITY

I. What is a disadvantaged neighborhood and what can be done to meet its needs?

What does the future hold for the disadvantaged?

II. What type of library program can best serve a culturally-deprived neighborhood?

III. What effect does a disadvantaged neighborhood have on the mental health of its members?

What resources are available to meet mental health needs?

IV. What are the health needs of the citizens of a disadvantaged neighborhood?

What are the agencies from whom they may expect help?

V. What are the effects of cultural deprivation on a neighborhood? What community resources do we have to overcome any lacks?

VI. What are the responsibilities of government - local, state, and Federal towards the citizens of a disadvantaged area? (or)

What social and recreational needs does the disadvantaged neighborhood have?

VII. What should a guidance program in this school setting consist of?

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I. Office of EOA - Ron Allen or Mr. Underwood

II. Miss Mae McCull or Miss Reese

III. Jerry Allen or Dr. W. A. Goldberg (Juvenile Court)

IV. Health Services: Miss Cannon

Nutrition: Mrs. Cliett

V. Junior League (Children's Theater)

VI. One of our local legislators

VII. Recreation - Mr. Carl Hager

EVALUATION OF IN-SERVICE FOR THIRTY-SEVENTH STREET ELEMENTARY SCHOOL
1966-67

1. Statement of problem studied:
   Exploration and investigation of the role of the school in the Disadvantaged Community with emphasis on a Guidance and Counseling Program.

2. Procedures used in studying the problem:
   - a. Faculty survey and discussion of community-school needs.
   - b. Selection of the Elementary Guidance Program as the main area of emphasis.
   - c. Cooperation of PTA:
     1. Program theme for year - Knowing and Using your School
     2. Use of School - Community resources:
        Adna Johnson - Elementary Guidance Counselor
        Hinckley A. Murphy - Child Guidance Clinic

3. What provisions were made to evaluate the effectiveness of the procedures used in studying the problem?
   - a. Faculty reaction check list
   - b. Faculty discussion

4. How were leadership responsibilities designated and carried out?
   - a. Organization of a faculty committee
   - b. Selection of a leadership chairman
   - c. Formulation of a plan for in-service program

5. What resources were used during the study?
   - a. Current periodicals
   - b. Community resource personnel:
     Ronald Allen, Office of Economic Opportunity
     George Winders, Juvenile Court
     Larry Phillips, City Recreation Commission
   - c. School personnel and counselor

6. How much time was given to the study?
   The study ran intermittently from October to May.

7. What improvements have been made as a result of the study?
   - a. Better understanding of community and school needs
   - b. Insight into community resources and their values
   - c. Helpful information concerning mechanics of using community resources
   - d. Enthusiasm for the potentialities of a properly implemented elementary guidance program
   - e. Increased parental involvement

8. What were some of the difficulties encountered during the study?
   - a. Time element
   - b. Seeking effective orientation to guidance as a whole
   - c. Trying to discover the most effective plan of procedure

9. What changes in procedures do you contemplate in further study?
   - a. Increased involvement of entire student body in the guidance program
   - b. Further identification of strengths and uses of these strengths as a point of departure for further improvements.
   - c. Continued effort toward community-school interaction.

April 29, 1966

To: Principal and Faculty

From: Counselor

Re: In-Service for 1966-67

Assuming that the principal take the responsibility for executing an In-Service Program in Guidance, it is the Counselor's desire that each staff member react to the proposed program with the idea of having this or a similar program for 1966-67.

Study the outline carefully, now, and make any changes, additions, or deletions that seem desirable to you.

Hand your revised copy back to the counselor by May 16th. These will be filed away until September, at which time a volunteer guidance committee will be formed to study these proposals and again bring a revised program back to the faculty for approval. The principal should be a member of the guidance committee.

During the 1966-67 school year the guidance committee should meet, at least, once per month for a minimum of one hour's time. Plans should be worked out to hold this meeting during the school day.

An Outline For In-Service
With Elementary Faculty

September

Identifying children - 2 meetings.
1. How to determine the reading level of individuals through the use of an informal reading inventory.
2. How to use test results in identifying children.

October

Working with parents.
1. How to conduct an effective teacher-parent conference through analyzation of role playing.
2. How the counselor works with parents to create better home-school relations.

November

Working with teachers.
1. How to observe children through socio-metric devices.
2. Analyzing a case study.

December

How counselor and teacher work together on learning difficulties and behavior problems of certain children.

January

Working with principals and teachers.
1. Referrals - when - types of referrals - conferences concerning referrals.
2. Placement of certain pupils having difficulties.

February

Working with other personnel.
1. Coordination of services of various school personnel and determining role of each person in relation to a specific case.
2. When to use community services through the study of specific cases.

March

Orientation
1. Plan orientation for grades 1 and 7 involving teachers, counselor, and principal. Make some guidelines.
2. Promotion.
    (a) A discussion and analyzation of present policy with a view toward adjustments.
    (b) individual reactions concerning evaluation.

April

Grouping
1. Schoolwide - classroom.
2. Evaluation - consolidated report.

WORKING WITH CHILDREN

Individual Counseling (from tape)

Counseling Interview

Group Counseling

Orientation

Case Study

INDIVIDUAL COUNSELING

For a truly effective counseling relationship to exist, a student must learn to trust his counselor, to be himself, and talk about his problems. In most instances, this takes time. With small children who cannot verbalize; picture, play activities, story reading, contests, etc., may be used as aids to encourage relaxation and verbalization.

Below is a counseling session with a sixth grade boy who had failed to come into the building after the teacher had given the signal. The teacher became vexed and carried the boys involved to the principal. When the principal called Joe's mother to report the incident and send him home for the day, Joe became so disturbed that he almost went into hysterics. The principal referred him to the counselor and the following session followed:

Conference with Joe (Name changed) concerning behavior

Counselor: Now you want to talk to me about your problems in school?
Student: Yes Ma'am.
All right, what have you got to say?
The other day when I was walking home I was fighting, I'm not going to do it again - if I do it again I have to take a punishment.
What was it you did?
Well, when I was out on the playground, I was being chased on the playground and coming in from lunch.
What kind of punishment did you have to take?
I had to go Home.
Oh, you had to go home?
Yes Ma'am
How did you feel about that?
I didn't like it.
Did you feel like it was a just punishment for what you had done?
Yes Ma'am.
Were you afraid to go home?
Yes Ma'am.
Why?
Because I'd get a spanking. (Started crying)
Let's don't cry now - did you get a spanking?
Yes Ma'am.
Your mother punished you?
Yes Ma'am.
Your father punished you?
Yes Ma'am
Does he punish you every time you get in trouble with somebody like that?
Yes Ma'am.
How do you feel about his punishing?
If I do something very wrong I feel like I should go through with it.
Have you been in any more trouble?
No Ma'am
But you still get emotional about it when you talk about it - you cry about it - why do you cry?
I don't like to think about it.
You don't like to think about it - how does it make you feel when you think of it?
Awful!
You feel like you've done something terrible? Is it as terrible as you think it is?

Yes Ma'am.
Why do you think it's that terrible? Put your glasses down - why do you think it's so terrible?
I don't know - I just think it's terrible.
How do you think boys ought to behave?
Good.
Well, tell me what good means.
When they pay attention in class and not run out on the yard after lunch - they're nice.
Do you find this pretty hard to do sometimes?
Yes Ma'am.
What do you really want to do sometimes instead of doing those things?
What do you really want to do sometimes?
Do the right thing.
I know, but sometimes you find that the right thing isn't what you want to do, isn't it?
Yes Ma'am.
Well, what do you really want to do at those times?
I don't know.
You don't want to pay any attention to people who are telling you to do one thing, do you? You want to do what you want to, don't you?
Yes Ma'am.
Wonder why you want to do that? (no answer) You think that it's awful to do what you want to do?
I don't think it's awful, but it's awful getting sent home.
It's what?
It's awful getting sent home.
Is that why you cried - because it was awful getting sent home? What did your mother say about your getting sent home?
She was just mad - she told me not to do that again.
What did your daddy say?
He said that if it every happened again I'd get the same thing I did get.
Are you afraid that it might happen again? Do you feel like sometimes you are not able to control yourself - that you do things you don't intend to do?
Yes Ma'am.
What usually causes you to do things you don't intend to do?
I don't know.
When is it that you usually do things you are sorry for?
Sometimes at school and sometimes at home.
Are you usually alone or with someone when you do these things?
With someone.
Do you feel like the other person influences you to do the wrong thing?
No ma'am.
You don't"? Do you just forget yourself at these times when you get with somebody else and get into the wrong things before you realize it?
Yes Ma'am.
Well, you know we have certain rules at school - we have rules to live by, don't we?
Yes Ma'am.
And when we break one of these rules what happens to us?
We get in trouble.
We get in trouble and have to be sent to the principal's office, don't we?
Yes Ma'am.
And you don't like to be sent to the principal's office, do you?
No Ma'am.
With whom did you get in trouble this last time - what happened in that incident when you were sent home?
This boy named Billy Smith - Gene - he was up in line with him and he said to Billy

that I called him a name - he started chasing me out there and grabbed me by the shirt like this, and pulled me over to the fence and back.
You didn't do anything?
No Ma'am 'cept run from him.
And that's all that happened on your part?
Yes Ma'am.
Do you feel then that you didn't do anything to be sent home for?
No Ma'am.
You thought that you shouldn't have been sent home?
No Ma'am.
You didn't?
I just ran out there - I didn't run along the dirt. I just ran along the cement walk.
Well, did you tell the principal that you didn't think you had done anything? Did you tell her that?
No Ma'am.
You didn't tell her your side of the story?
I tried to.
What did you try to tell her?
I tried to tell her I just ran on the cement and he dragged me out there - he pulled me out there.
Yes - what had you done to Billy?
Nothing.
Wonder why he picked you out?
'Cause Gene, his friend, said that I called him a name.
Did you call him a name?
No Ma'am.
Have you been accustomed to calling people names?
No Ma'am.
Are you real sure you haven't called anyone a name?
Yes Ma'am.
Wonder why he would say that - do you feel that Billy doesn't like you?
I don't know.
You don't know whether he does or not? Have you talked with him about exactly what has happened?
No Ma'am.
You haven't even talked to him? Isn't he in your room at school?
Yes Ma'am.
You don't have any occasion to speak to each other at all?
No Ma'am.
How do you feel about Billy at this time?
I don't know.
You don't know?
No Ma'am.
Do you know whether you have a kind feeling toward him or whether it's not kind? Do you know what kind of feeling you have towards him at this time?
No Ma'am.
Do you feel that he has done you a wrong?
I guess so - I don't know.
You guess so? In other words you don't know whether he has done you a wrong or not?
Yes Ma'am.
You are right confused about this at this point, aren't you?

Yes Ma'am.

You are confused about what's right and what's wrong at this point. You are not quite sure about what's right in a situation and what's wrong in a situation. Well now, let's take an example. For instance, if you had called his friend a name and he comes up, jumps you about it, do you think he would have been in the right to have gotten on to you about it if you had called him a name?

Yes Ma'am.

Because he was merely defending himself and that was the way he took to defend himself. You tell me you didn't call his friend a name and that he just thought you did, is that right?

Yes Ma'am.

Now are you telling me the truth?

Yes Ma'am.

Because if you don't tell me the truth I can't help you - you have to tell me the truth so we can talk about these situations and analyze them for what they are worth.

Yes Ma'am.

In other words you feel that you are innocent, that you did nothing and then the principal told you that you had done something wrong? Why did the principal tell you that you had done something wrong? What did the principal see in what you had done that was wrong?

I don't know.

Well, it's this - the principal said you were in it - you were involved in this misdeed, whatever it was, fighting or doing whatever the teacher said it was. What did the teacher say that you had done?

She didn't say nothing, she just took us to the principal's office.

You didn't come in when she called you in, did you? Was that it?

She called us and we started to come in.

But you didn't come in. You stayed on out on the playground didn't you? You and Billy were out on the playground and he had you pushed up against the wall or something and you didn't come on in when the teacher said for you to. Is that what happened?

Yes Ma'am.

Well then, don't you see that the principal said you were involved in it too since you didn't come in to the building when the teacher said for you to come in and because of the fact that you didn't come in at that time, that you would have to take your share of the punishment, too, whatever it was? That's why she was punishing you - not for defending yourself but because you didn't come when you were supposed to come on in the building. After all your teacher has how many children to take care of? How many are there in your class?

I think there is 36.

All right, when there are 36 people out on the playground, suppose she had to go and call each one of them by name and take them by the hand and lead them in the building, don't you see what a problem that would be?

Yes Ma'am.

And when she gives you the sign to quit playing, to quit what you are doing and come on in the building, if you don't do that, who is breaking the rules?

We are.

Well you see, that's why the principal and the teacher were sort of 'put out' with you?

Yes Ma'am.

And then how did you react when the principal told you that you had to go home? You sort of went to pieces. Well, we have to learn to face up to reality.

I want you and me to really have some understanding between us, and I expect you and I need to see each other occasionally to talk about these things and see if we can see what's right and wrong in a situation, don't you?
Yes Ma'am.
And let's think about right now - well, I didn't act like a boy how old?
Eleven.
An eleven year old is sort of able to stand on his own feet and to defend himself pretty well, but you were sort of afraid - but I think when you and I begin to talk about some of these situations that you will begin to see what's right and what's wrong in some of these situations - how you might act in such a way as to be a little more grown up.
Yes Ma'am.
To be able to say to a person, "Well, this is my position, this is what I did and this is how it was," instead of going to pieces. I expect if you had talked to the principal instead of just crying, she could have seen your point of view but when you don't tell her things and when you get to crying, then how is she to know how you feel and what you really did do? See what I mean?
Yes Ma'am.
All right, I know you are going to try to work on these things and try to control yourself at school and you and I are going to be talking a lot together. Get your face straightened up.

Comment: Early in the discussion the child became too emotional to verbalize. He is a confused child and filled with much fear. It seems here that he did not understand fully the reasoning of adults for their punishments. So much importance was attached to this incident by adults that the child had the overwhelming feeling that it was 'terrible.' This child is faced with problems of fear, insecurity, and lack of understanding.

Adna Johnson

This counseling session is not included to serve as a model. It lacks many aspects of a good counseling session.

COUNSELEE William ---------- GRADE 5 SEX Male

INTERVIEW #1 DATE 4-13-66 REFERRAL Davis

Objective: Chronological account of the interview:

To find out his feelings about failure and plan a course of action to help him succeed.

Asked him why he was fighting school. He said he wasn't. Showed him his report card and asked him to talk about it. He said he did his homework but just didn't get his classwork done. Counselor asked him to explain the X's on home preparation.

Subjective: What really happened:

William seemed to see himself as a person who was "goofing" off. He wants to learn. He said he had never made a report card like that one before. He began to see the error of his way.

Counselor Perceptions of the Person-in-Situation:

William seems to be a normal 5th grader, large to his age, somewhat obese, very pleasant, and displayed good manners and appreciation for someone who seemed willing to work with him.

Perceptions of the interview:

A good interview. Follow-up plans were made to have a group conference with William, the teacher, and counselor to lay out some plans for him.

GROUP COUNSELING

In the elementary schools that the counselor serves there are several boys who are presenting behavior problems of a rather serious nature. Some of these boys have already run afoul of the law. Others have been referred to the Exceptional Children's Division for screening for the Emotionally Disturbed Class. Others are seriously retarded academically, especially in reading. However, all of them are in the regular classrooms of thirty or more pupils per teacher.

Teachers feel that these boys do not belong in the regular classrooms because they hinder the progress of the entire group, and their behavior is too aggressive at times for the teachers to cope with. The counselor discussed the situation at length with the school psychologist who consented to give a half-hour per week of his time to a therapy group if the counselor would set up the group.

With the supervisor's knowledge, and help from teachers and principals, nine boys from the two schools were selected to participate in such a group. The psychologist and the counselor act as co-leaders. It was decided that the group would meet once per week for thirty minutes of therapy for the remainder of the school year. The purposes of this experimental therapy group are: (1) to relieve pressures in the classroom; (2) to give support to the classroom teacher; (3) to help the boys release some of their aggressiveness; (4) to help the group to recognize their problems and work on them; and (5) to experiment with group processes to determine if they are suitable to elementary guidance.

Twenty sessions were held. Of the nine boys who began with the group, two dropped out because of transportation difficulty; one was sent to the State Training School, and one deceased. (Took his life.) One boy was in irregular attendance because he was suspended from school several times. Four were in regular attendance.

The first week in May, the psychologist began talking about closing out the sessions. There was so much resistance that he agreed to carry them through May.

The boys felt that these sessions had meant much to them. Teachers reacted favorably. One teacher remarked, "His attitude has changed, but he isn't doing his work any better."

The counselor believes that all five purposes were accomplished.

Many of the sessions are on tapes.

Somewhat different groups were set up during the year. A group of fourth grade boys and girls was organized in the early fall and extended to mid-January when the counselor felt that the group had fulfilled its purpose. The children were underachievers. Everyone improved his grades in one or more subjects during counseling.

Four more groups were organized at Thirty-Seventh Street School. A group of 7th grade boys in the fall, and a still different group in the spring, a group of 4th grade boys, and a group of 4th grade girls.

The 7th grade boys discussed teacher-pupil problems, problems with parents and peers, sex education, and future plans.

The 4th grade girls discussed peer relationships entirely.

The 4th grade boys talked of getting into trouble, peer relationships and community problems.

The teachers said that the pupils were better in various aspects of their behavior, and in some cases were doing better work.

The counselor believes that these pupils will not hesitate, in the future, to seek out a counselor in their school when they feel that help is needed. Many are telling others who ask to see the counselor.

ORIENTATION

1. Visitation day for all parents and children of 1966-67's first grade class.

While the children visited in the first grade classes, parents listened to instructions from the principal and school nurse. Afterwards, members of the PTA officiated at a Coffee, and in an atmosphere of informality, parents could talk to principal, nurse, counselor, or librarian.

Forms were given for parents to fill out. A booklet entitled "Getting Ready for School for Parents of Beginners" published by Public Schools of Savannah - Chatham County was given to each parent.

2. Sixth and Seventh Grade Orientation to Junior High School.

On different dates the principals and counselors of the schools to which the pupils were assigned for the 1966-67 term, were invited to the elementary schools to discuss the course of study in grades 7 and 8, and to talk to pupils about junior high school. In some instances, student representatives from the junior high schools came and talked to the pupils.

Forms were given to the pupils on which they might check their elective choices. Parents' signatures were required.

The elementary school counselor talked individually to students requesting special help in making their decisions.

CASE STUDY

A case study, generally, is longitudinal in nature, especially if the child's problems are severe. In some cases, however, minor problems may be solved within a short time.

Following, are two examples, one short (number 1) and the other (number 2) long-term. In fact, number 2 will continue with observation and follow-up work next year.

CASE STUDY NUMBER 1

NAME William - SCHOOL Romana Riley DATE 4-13-66

ADDRESS ---Victory Dr. TELEPHONE 233-9999 BIRTHDATE 1-2-55 AGE 11

PARENTS: Father - Harold -- Born Philadelphia, Pa., 12th grade education, employed Jones Oil Company
Mother - Elizabeth -- Born Savannah, Ga., 12th grade education, housewife.

SIBLINGS:	2 brothers:	James	born 7-31-57
		Eugene	born 12-31-63
	1 sister:	Elizabeth	born 6-29-61

SCHOOL PICTURE: Transferred to Riley from Blessed Sacrament School - September, 1965. Grades averaged 1st 4 quarters are: Reading D, Arithmetic F, Spelling C, Writing D, Social Studies F, Science D, English F. Improvement needed in all subjects plus behavior, work habits and homework preparation.

REPORTS FROM OTHER SOURCES:
Note attached to report from principal to William telling him that he seems to have the ability to do passing work and asking him to think about why he wasn't.

TEST INFORMATION:
October 1965 - California Achievement and Mental Maturity
Reading Arithmetic
Grade Place. Voc. 4.7 Comp. 3.8 Tot. 4.3 Reas. 4.2 Fund. 5.2 Tot. 4.7
Mental Maturity - Lang. 4.7 Non-l 5.9 Tot. 5.3
Nat'l %tiles Reading Arithmetic
Voc. 40 Comp. 20 Tot. 20 Reas. 20 Fund. 50 Tot. 30
Mental Maturity - Lang. 40 Non-l 70 Tot. 50
Calif. Mental Maturity 12-13-65 (primary) C.A. 11-11 M.A. 9-10 IGP 4.6

DIFFICULTIES: Does not do his work at school or home.

PLANS FOR SOLUTION:
Counseling - make plans - conference with mother - conference with teacher.

STATUS: William is cooperating as best he can at present.

INTERVIEWS: 4-13-66 4-19-66 4-20-66 4-25-66 4-26-66

CASE STUDY NUMBER 2
CASE REPORT

NAME Jane -- SCHOOL 37th Street School DATE 2-24-66

ADDRESS 1500 Elm St. TELEPHONE None BIRTHDATE 1-12-56 AGE 10

PARENTS: Lewis -- , unemployed pipefitter
Ann -- , waitress Stafford's Drug Store

SIBLINGS: None

SCHOOL PICTURE: Repeated grade I. Marked "social promotion" at end of 2nd year. Made D average in grade two. Doing poorly in grade 3.

REPORTS FROM OTHER SOURCES: Teacher says she does little or no work. Absent frequently.
First grade teacher said she was unable to teach her to read.

TEST INFORMATION:

Reading	Date	Test	Voc.	Comp.	IGP	Percentile
Grade 3	9-16-65	California	1.4	1.9	1.7	.5

Mental Maturity		Test	C.A.	M.A.	IGP	IQ
Grade I	5-2-63	Kuhl. And.	7-4	6-8	1.6	91
Grade I	5-64	Kuhl. And.	8-4	6-10	1.7	82
Grade 3	9-17-65	California	9-8	8-6	3.7	88
Screened for EMR	2-3-66	California	10-2	7-2	2.0	70

DIFFICULTIES: Referred by principal who had talked with teacher and observed her in classroom. Teacher said she did very little work. Principal observed that she "just sat" the entire time of observation.

PLANS FOR SOLUTION: (1) Test for EMR screening. (2) Give reading inventory. inventory. (3) Plan for some individualized work.

STATUS: Numbers I and 2 above completed. Number 3 planned and a few individualized lessons completed.

INTERVIEWS: Number I - 2/24/66

Rapport was easily established by having her tell of her school history. She repeated grade I at 37th Street School and had the same teacher (Miss Oliver) both years. Her family consists of herself, her mother, and her father. Her father is an unemployed pipefitter who drinks often. Mother and child do not know where he gets the money. Child worries about this. Mother works as waitress at Stafford's Drugs every other day. An aunt lives in the same house. She has a retarded child who goes to the Kicklighter School. Jane often takes him out in the afternoons. This aunt drinks also. Her father's mother lives near. He has a brother who lives with his mother and the father spends a great deal of time there. Jane's father helps her prepare the evening meal when her mother isn't there.

Child feels very insecure because of father and is sometimes afraid. She isn't afraid of his hurting her, but afraid something will happen.

Number 2 - 3/3/66
Tested for EMR. IQ 70. Referred to Mr. Hendley.

Number 3 - 3/10/66
Failed oral reading informal inventory at 1-^{1}level. Could not take away 3 from 10 without help.

Number 4 - 4/14/66
Read "The Three Billy Goats" - a story at 1-^{1} level. Had to be helped. Said she could not tell it after reading it.

Number 5 - 4/21/66
Plans made and work begun on phonics. Probably will be placed in EMR class next year.

WORKING WITH COMMUNITY

Help Children with Homework the Right Way

Talk Presented to Curriculum Council

Talk Presented to 37th Street School PTA

Report to Advisory Council on Elementary Guidance

Role of the Family in a Changing Society

Talk Presented at Jackson School - In-Service Meeting

Talk Presented to Secondary Counselors

What Makes Children Learn and How to Help Them - Hesse Elementary School, PTA Study Group

Problems Confronting Children Going to Junior High School
Pulaski Elementary School - PTA Study Group

HELP CHILDREN WITH HOMEWORK THE RIGHT WAY

Family problems can arise when parents try to help children with a homework assignment. A parent, frequently emotionally involved with his child's success or failure in school, may become angry when the youngster does not appear to understand or be mastering the material being studied. Or, in checking a completed assignment, a parent may be over-critical, perhaps expecting a sixth grader to do the work of an adult.

This stress and tension, say educators, can occur in the best of circumstances. However, it can be minimized and a child's learning improved when parents understand the important role they play in homework. They can offer essential aid in a number of ways:

Provide a specific time and place for homework. It is done best in a quiet area, preferably a separate room with a closed door, away from the distractions of other children, radio, television and telephone. A child should have a comfortable chair and table or desk. Light must be adequate. Provide a dictionary and, if possible, an atlas. Early during the child's schooling, a specific time should be established for homework.

Support homework as firmly as you support school itself. Make clear that home study is important and requires a child's best abilities. Be interested in his work and available to discuss it. If you disapprove of homework, the kind of assignment or the amount of work given, discuss this privately with the child's teacher, guidance counselor, or principal. Parents who criticize homework to the child undermine his willingness to do a good job. Many educators say formal, written homework assignments should begin in the third or fourth grade. The total amount of work given should gradually increase from an average 20 to 30 minutes nightly in the third or fourth grade to an hour in junior high school and, perhaps, two hours or more in high school. Teachers try to meet individual needs so the amount of homework or the grade in which it starts can vary. Too, homework can include assignments to watch specific TV shows, attend plays, participate in civic projects, etc.

Do not do the work for the child. "You defeat the purpose of homework and harm your child if you actually do any of his work." says Dr. Ovid Parody, chief of the secondary school section of the U. S. Office of Education. Learning, not grades, is homework's major purpose. A child learns little or nothing when he watches a parent work out his problems. He will suffer as a result because he has not had the full chance to understand the material. He becomes dependent at the exact time he should be gaining in self-confidence and experimenting with his own new-found strengths.

In elementary school, check completed homework to see that it is done and is neat and legible. Spelling words can be pronounced, meaning of words in foreign-language study checked as a child recites them, ideas suggested for composition and projects. A child learning to read should be asked to read frequently at home, perhaps to the entire family. Most new readers take great pride in this. As young students begin to experience the pleasures of music, inexpensive records can be purchased for a child's personal use.

Show your child how to find and use sources of information, both in your home and in the public library. Answer questions when necessary to clarify an assignment. When a child is puzzled by the meaning of a problem, try to suggest answers by asking questions until he, by himself, discovers the meaning of the homework. "With patience and understanding of the child's limited but growing abilities, parents can immensely assist the school's efforts where homework is concerned," says Dr. Samuel Ball, assistant professor of psychology and education at Columbia University's Teachers College. "By indifference or such overwhelming protectiveness that they insist their child turn in beautiful, perfect papers, they can make homework a liability."

Limit help to a child's needs. A bright youngster will want less aid than one who learns more slowly. Help should lessen as a student advances in grade and begins to work better alone. By the time he reaches the 11th grade, the average student should be on his own in home study.

Realize that instruction is the responsibility of teachers. Few parents are qualified to offer specific course instruction. Methods of teaching have changed in some subjects, such as mathematics, and confusion can result in a child when a parent tries to teach him material as he was taught it. If your child has difficulty with a specific subject, ask his teacher how you can help him.

Good Housekeeping Magazine
February, 1966

A TALK PRESENTED TO CURRICULUM COUNCIL
OCTOBER 18, 1965

Elementary guidance or child guidance as it was called earlier is not a new idea. The movement was popular even tn the twenties. A few States over the country have been having programs in elementary guidance for quite some time now.

Last spring a survey was conducted by the State in the form of a questionnaire sent to principals, curriculum directors, guidance counselors, teachers, and others to determine if the need for a guidance program were felt in Georgia. The results were favorable. Then a state committee got together and decided to implement ten pilot projects over the State. Some were set up in large cities, some small towns, and others in rural sections. Counties were asked to submit projects. Savannah's project was accepted and plans were made to begin pilot projects this fall in four elementary schools; namely, Riley,Thirty-Seventh, Jackson, and Hubert.

Two counselors were selected to work in these four schools to determine what an elementary guidance program should contain, and how a counselor might function in such a program.

At present, offices are being set up in the four schools, furniture is on order, and the two counselors, Virginia Nelson and myself, are functioning on a limited basis.

No guidelines or requirements have been set by the State or by local authorities. We are required to keep a log of each day's activities and make a report at the end of each month.

This means that we have been given freedom to experiment and try out some things that we think might be of benefit. This idea is not as easy as it seems, however.

Although guidance in the elementary school has not been clearly defined, it is seen as a part of the total program conducted by classroom teacher, visiting teacher, psychologist, nurse, principal, and various remedial teachers.

The teacher is the one person who lives with the children for most of the school day and who is in the favorable position of knowing the child. The various other workers such as the elementary counselor are meant to act as consultants to the classroom teachers. Too frequently the classroom teacher is reluctant to ask aid from the counselor unless problems have become too serious for herself or the counselor to work out. There must be a very close interrelationship existing between counselor and teacher for a guidance program to function. The counselor must become a member of the team and function with a spirit of cooperativeness.

The program in the school is called guidance. The person who acts to carry out the program is the counselor. Counseling is one aspect of the guidance program, and in the elementary school, must of necessity involve counseling of parents. Channels of communication between the home and school must be kept open, so that there may be mutual understandings. This striving for cooperation and mutual understanding may well be the single greatest function of the elementary school counselor.

The one test that must be applied to the counselor is: what can the counselor do that the classroom teacher can't do? The counselor has advantages over the classroom teacher(1) in being able to work with pupils without having to adhere to a strict schedule; (2) he can work with children outside the classroom, and (3) he may work with an individual child without feeling guilty of robbing other children of time due them.

The counselor may well act as a support to the classroom teacher by helping children to discover interests and talents, get along with others, adjust to school and its requirements, and personal problems. Since we have no precedent in Chatham County on which to base our activities, we are having to move very slowly. Already we are encountering many problems of communication, philosophy, and interrelatedness. It seems now that much time must be spent with the faculties and other team members on learning about guidance activities in general and how the counselor may be of help to teachers and individual pupils. We may well spend the greater portion of this year doing just that.

We aren't expecting miracles to happen, but we do believe that guidance in the elementary schools is here to stay, and the guidance counselor becomes an additional member of the team comprised of parents and school personnel, whose basic concern is to help each individual child obtain the most effective possible growth he is capable of, academically, personally, and socially.

Adna Johnson
Elementary Counselor

A TALK PRESENTED TO THIRTY-SEVENTH STREET ELEMENTARY SCHOOL PTA

November 11, 1965

Elementary Guidance is a new service to schools in Georgia. Chatham County is one of ten centers that is now being set up in elementary schools throughout the State.

The State Department of Education gave this county $10,000 to help finance a pilot project in Elementary Guidance to determine what services are needed in schools at the elementary level. Four schools were selected as beginning centers. They are Riley, Thirty-Seventh, Hubert and Jackson. Mrs. Virginia Nelson and I were asked to act as guidance counselors for this project and Miss Ruth Folger acts as supervisor.

We have just renovated some rooms in the basement and have ordered furniture. It is beginning to come in. We hope to have comfortable quarters soon.

I am sure you have some idea of what a guidance counselor does in the school, generally speaking. But I am here to try to say a few things about "what guidance is."

In the first place, it is a service to parents, teachers,and pupils. The counselor helps parents, teachers, and pupils individually or in groups. You may ask, "How can you help me as a parent?"

A counselor has been given time to set down with you away from the "hurry and bustle" of school activity and talk to you objectively about your child. The school has kept records on your child since he started to school. Standardized tests have been administered to him periodically to determine how he measures up to school expectations. The counselor has been especially trained to study this information, and other observations, and tell you some important things about your child. The counselor is in a position to offer suggestions to you about how you may help your child, and also the counselor is in a position to offer suggestions to you about how you may help your child, and also the counselor is in a position to contact community agencies and refer you and your child to them, if his problem is one beyond what the school is able to do.

The counselor can investigate any situation in which you feel your child is not placed properly and recommend to the principal and teacher some other arrangement, if there is a better one to be had.

The counselor is a person with whom you can share your confidences if you need to, and rest assured that the knowledge will remain in confidence unless it is something that must be told for the safety of society. This happens very seldom.

The counselor, the nurse, the visiting teacher, and the psychologist work very closely together and share much of the same general information.

The counselor can help you get in contact with a community agency if you need the services of such an agency. She can be that person to give you moral support, or speak for the school.

The counselor does not give you advice or tell you what to do. She offers suggestions and possibilities and leaves the final decision up to you, because she believes that every person should have the privilege of making his own decisions.

The counselor is not critical of you no matter what you say or do. She believes you have a reason for your actions. She tries to help you understand yourself and your actions better. She performs the same service for your children.

She also tries to help teachers understand your children better, so that they may know how to meet the child's needs at school. She tries to help your children see themselves more realistically, and to recognize their worth as individuals. When a child feels secure and believes that he is a person of importance, he is going to learn.

The counselor tries to help those children who have "lost the way" in school to find themselves, and to keep all children happy and learning.

As you see, the job has tremendous implications. We won't accomplish all of these things this year or in the next ten years. At least we have begun with this kind of supportive service that we hope will prove to make life happier and more successful for all concerned.

What the counselor will be able to accomplish will depend a great deal on what you as parents, teachers, and pupils help to make it. At present we are spending a great deal of time helping those pupils who have already gotten into difficulties "over their heads." They are beyond what the school is able to do to help them and are being referred to outside sources for help. This kind of work we might call "First Aid". It is necessary and helpful, but the counselor is more interested in prevention. Don't wait too long to ask for help if you see your child is headed for trouble in school. Teachers and parents are sometimes hesitant in asking for assistance. They seem to think that their need for someone else lowers their status or ability in some way. This is a mistaken notion. We don't wait until an infection has caused our child's leg to turn green before we take him to a doctor. Likewise, we shouldn't wait until a child has "given up" at learning or exhibits "sick" behavior before we ask for help.

Prevention is the key word in guidance.

Then there is another part of guidance that I hope we can grow into, called "developmental" guidance. Even before a child is born this type of guidance should begin. When a child arrives, he needs to develop in a normal way and learn to do for himself all the things he should do for his age level and physical make-up. Then when he comes to school he will be ready to take on the tasks that the school demands of him.

The home and school need to work very closely together to see that he develops his best at every stage along the way. If he misses or skips a stage of growth or learning he is headed for trouble.

The home cannot expect the school to do this job alone. Parents and school must undertake this job as a cooperative close-working team both of which have the best interests of the child in mind.

If this undertaking is satisfactorily achieved, we won't need "First Aid" very often. Is this too much to ask for? To me, happy successful growth is the God-given right of every child. If he doesn't have this, we are the culprits. He has not failed. We have failed him. Let's be proud of our children. They are the most precious gifts we will ever possess. Love them, encourage them, help them, and direct their growth and learning.

Let the counselor support you in doing these things for your children. This is the purpose of Elementary Guidance.

Adna Johnson

REPORT TO ADVISORY COUNCIL
ON ELEMENTARY GUIDANCE
FOR NOVEMBER 1965

I Obtained secretary to do clerical work.

II Activities engaged in

1. Individual counseling
2. Group counseling - 2 groups - 1 session of group guidance.
3. Conferences with principals and recommendations to principals about certain cases and referrals.
4. Conferences with teachers concerning students counseled.
5. Prepared weekly bulletins of a guidance nature and put them into hands of each staff member.
6. Participated on a panel discussion of PTA members at Hesse Elementary School on "How to Help Children Learn."
7. Gave talk to 37th Street PTA on "What the Counselor May Do to Help You."
8. Attended District Counselor's Luncheon on GEA Day.
9. Attended State Counselor's Conference at Pine Mountain and participated in one of the group meetings.
10. Had a visit from state coordinator, Mr. Neil Gunter, accompanied by our supervisor, Miss Ruth Folger.
11. Had a conference with Miss Blanche Robertson at Child Guidance Center concerning the role of the counselor in relation to mental health.
12. Attended faculty in-service meetings at both Riley and 37th Street schools.
13. Observed in classrooms.
14. Studied psychological reports of various students in the schools.
15. Had parent conferences.
16. Met with guidance committee and planned a guidance handbook to be given to each student from grades 4-7. Planned a letter to be sent to all parents.
17. Had several conferences with visiting teacher concerning students who have been referred.
18. Many conferences with supervisor.
19. Conferences with school nurse and speech therapist.

III Progress Made

1. Counselor is gaining more knowledge of community and the pupils in the school.
2. Some experimentation is in progress concerning
    a. the value of individual counseling
    b. group counseling
        1. grade level
        2. group composition
        3. problems discussed
    c. the role of the counselor

IV Problems encountered

1. How to coordinate services of various personnel who are working with same individual or family.
2. Referrals to persons outside of the school. Principals or counselor refers? If the principal refers, should this be done before a contact has been made with the counselor? What procedure or policy should we adopt?

THE ROLE OF THE FAMILY IN A CHANGING SOCIETY

From a study of the cultures past and present, one learns to appreciate the amount of diversity that is associated with the family. At the same time, a certain similarity is evident in the family at different times and in widely separated places. Tolstoi has said, "All happy families resemble one another; every unhappy family is unhappy in its own way." The structure of the family group, the values of this group, the way in which they provide for the bearing and rearing of their children, and the like, vary from society to society, and even in the different strata of the same society.

Everyone realizes that in order for groups of people to function as a social group rules for behavior are necessary. The family unit was the original teaching unit, but as society became more and more complex, schools and other institutions were created for the purpose of teaching society's values, customs, knowledge, and behavior to its young.

The family, however, has the advantage in being the first cultural agent to attempt to socialize the child. Never again in his life will the child be more significantly influenced by his experiences than in these early years of life. These early contacts with the family help in shaping and fixing the personality of the child. We appreciate the very important significance of the family in the shaping of the personalities entrusted to it. The American family retains a significant role in the total socialization of society's young.

All of us realize that our society is a complex, heterogeneous, and rapidly changing one. As traditional values and customs are passing and new so-called "fads" arise, there is cause for alarm lest the new way not be adequate to fulfill the needs of our future society. To a large degree it was exactly how they were raised. This idea constituted a fairly good consensus of opinion. Parents felt secure in this belief.

For the past thirty years mothers have become increasing anxious and uncertain about this business of child-rearing. We say times have changed - new values are replacing old ones. Somehow in the midst of all of this change there is some indication that even our conception of what a normal child should do and be like is different. Traditional parents stressed that a good child is obedient, respectful, truthful, polite, and a willing worker around the home. The newer conception of a good child is one who is cheerful and happy, expresses himself well and asks questions, grows in his ability to handle himself in different situations, and likes to get along well with other children.

The rapid pace of change has created situations for which many families are unprepared. Many pressures are exerting influences on families today. Some of these are mobility, population explosion, automation, women working outside the home, increased emphasis on materialism, a strong quest for happiness of the individual, and more freedom for women. Our society is making many kinds of provisions to help families work out some of the problems that confront them.

Schools can no longer function along traditional lines if they are to assist families in developing persons for adequate living today. New persons are being added to the staff of the schools to help families and individuals make adjustments in this highly uncertain complex mobile society.

The importance of the family as an institution seems unthreatened by these socialization changes. It is still the foundation of our society.

Presented on a PTA Panel.
December, 1965

TALK - PRESENTED AT JACKSON ELEMENTARY SCHOOL DECEMBER 8, 1965
THE ROLE OF THE COUNSELOR IN THE ELEMENTARY SCHOOL

At present, it would be very difficult for me to be able to define a role for this person in our school system who is called the "Elementary Counselor". We are conducting a two-year experiment in order that we may be able to determine what the role of the counselor in the elementary school should and can be.

A study of the literature has revealed a need all over the country for a service which we call guidance. Assistance in understanding children is offered by the specialist in guidance. In some places he is called "an adjustment teacher". Other school systems use the term "guidance teacher" or "pupil personnel worker". Now I see the Federal Government is calling such a person a "child study specialist". I prefer the term we have chosen here, "elementary school counselor".

Immediately, many persons will ask, "What do you do?" While this question may be asked innocently, it is potentially damaging to a program. The tasks indicated by an "on the spot" answer might well become the role assigned to the counselor.

The role should not become task or technique oriented. We would not think of asking a doctor what he did to his patient to cure him of a specific disease. It is equally unethical to question the methods and techniques involved in a counselor's work. Probably the best answer might be quoted in terms of a general aim. My job is to help pupils grow and develop in such a way that they may use their capabilities to the best of their ability.

In light of the fact that the elementary counselor's foremost concern is with outcomes, the problem of what methods and techniques he uses is reduced to those determined by his level of training, the immediate area of focus, the existing level of development in the area of his focus, and the readiness for further growth. The counselor needs to keep open to possible fulfillment the manifold possibilities within the role.

The activities that the counselor engages in differ from locale to locale (1) according to the needs presented and (2) according to the availability of various other personnel workers. This job is not for the counselor to do alone, but with the assistance of all persons involved in a helping capacity; namely, teacher, principal, nurse, visiting teacher, social worker, speech therapist, corrective reading teacher, psychologist, curriculum director, caseworkers, juvenile court, child guidance clinic, and others.

How does the work of the counselor fit in with these other roles?

First of all, let us keep in mind that the counselor is a part of the public schools and works within the framework of the school. The counselor should have, it seems, the job of compiling information about individuals from these various other specialists. In other words, the counselor may do case studies on individuals for various reasons. Some of these reasons are for counseling purposes; for helping teachers understand an individual; for placement; for parent conferences; and for referrals. Secondly, the counselor should have a part in curriculum revision or the addition or deletion of special services. The counselor should know the needs in his particular school. Thirdly, the counselor should have skills and techniques to help children understand themselves and learn to profit from self-understanding. Fourth, the counselor should be experimenting and trying out techniques and methods that might prove worthwhile in working with people and understanding behavior. She should be constantly available to children, teachers, parents, and administrators. She stresses service and subordinates technique to outcome. She should have a high degree of flexibility or adaption to individual or peculiar kinds of school population needs.

Let us hope that this newest of counseling roles can be kept on a high level of performance worthy of the term "specialist". It is hoped that no counselor will do for the classroom teacher what she can do for her class as well. Instead, may the counselor act as a resource person to whom the teacher may come after she has exhausted her own ideas.

The counselor should remain free of "task orientation". If he fulfills his role he will be using any method or technique feasible to keep all teachers optimistic and all pupils happy and learning.

Also, we have been engaged in experimenting with some guidance techniques and keeping detailed records. In our situation here we have, so far, been concerned primarily with gathering information, studying the school environment and pupil records in order to determine needs.

The school staff should know that the guidance program serves all children. It is geared toward working with normal children. All children need guidance. All children may not need individual counseling.

The role of the counselor is one of flexibility in his relationships with others, but he must be the best understander of youngsters, the best coordinator possible, and a specialist in the problem solving process. He must be a sensitive communicator, and a collector, clarifier, and digester of problems in the school setting which are behavioral in nature.

Counseling should be a service which results in improved guidance by teachers, not in less guidance by teachers. It is most effective when it produces a change in a child or a situation. It aims to raise the competency of the classroom teacher, not to build up a large "case load" for the counselor.

The teacher refers a child to the counselor. The counselor makes recommendations to the teacher after careful observation and study and personal contact with the child.

The counselor helps children develop goals that enable them to be true to themselves, discover their potentialities, and acquire a realistic appreciation of their assets and limitations.

A TALK PRESENTED TO SECONDARY COUNSELORS IN-SERVICE MEETING, JANUARY 13, 1966

The elementary guidance pilot project is now some four months old. It seems to be appropriate at this time to inform you secondary counselors of the plans and programs of this project.

As you already know, last year Congress extended the NDEA-V Act to include guidance in elementary grades; whereas, before it only included the secondary schools. However, there was not enough money or personnel to finance a full program. Too, when investigations began to be made about elementary guidance it was found that there were only a few programs in existence over the country. It was decided that the states would begin so-called pilot projects to try to decide what a program of elementary guidance should be. The State of Georgia set up ten centers for this project, one of which was located at Savannah. The other nine centers are Atlanta City, Dekalb County, Cobb County, Henry County, Valdosta City, Washington County, Dodge County, Troup County, and Georgia Southern College at Statesboro. Georgia Southern has been unable to secure a counselor to suit their needs, and Washington County has secured one since the holidays. Some of the other centers were late in getting started.

Now about our own center. During the summer our system was notified that our project, which had been written by Miss Folger and her committee, had been approved, and that we would receive $10,000 to be used this school year. The counselors also were approved by the State and Virginia Nelson had the honor of being chosen as one out of thirty persons throughout the entire United States to attend an Elementary Guidance Institute at Iowa State College.

Four schools were chosen for local participation; Riley, Thirty-Seventh, Jackson, and Hubert. I serve Riley and Thirty-Seventh, and Virginia serves Hubert and Jackson. Offices have been set up in each of these four schools and since there is such a tremendous amount of paper work connected with record keeping and reporting, each counselor has a part-time secretary. We have not yet received all of our office equipment and have had to operate more or less on a very limited basis. We also did not secure a secretary until November. Therefore, we haven't had time to be able to show much of a progress report.

Along with the securing of physical equipment, it has been necessary that we acquaint ourselves with the schools, including the personnel, the curriculum, the school community, and the community agencies that may or may not be operating within these communities. Various guidance and counseling techniques are being employed experimentally, such as individual counseling, group counseling, case conferences, sociometric devices, group guidance, testing and test interpretation, and in-service meetings. Also, much time has been spent with faculty groups, parents, and other groups in explaining "What Is Guidance." Copies of the talks, and some tapes are being made to be used in analyzing the quality of the techniques employed and for evaluation in progress made with a group of individuals.

There is a central advisory committee organized for the purpose of giving support, advice, and structure to the designed project. This committee is composed of the supervisor, the two counselors, the four principals, the visiting teachers, the psychologist, director of pupil personnel services, director of elementary education, director of corrective reading program, and director of materials bureau.

The counselors are required to keep a daily log by the hour of their activities. These are compiled in a report at the end of each month and sent to the State Department; a copy is sent to Miss Folger's office, Mrs. Tolbert's office, Mrs. Bargeron's office, and to the principal's office. If you are interested in these reports, you may have access to them at one of these offices. We welcome suggestions from you as to how we might improve our reporting and also new and different techniques which we might experiment in the future.

Each week the two counselors have a conference with the supervisor to discuss progress, make plans, and evaluate as we go along.

You who are working with the junior high students especially should be thinking about what you would like to see in an elementary guidance program and let us have the benefit of your thinking. We are most anxious for your contributions and suggestions.

Adna Johnson
Elementary Counselor

WHAT MAKES CHILDREN WANT TO LEARN AND HOW TO HELP THEM

Your chairman has suggested some possible topics for discussion under the title "What Makes Children Want to Learn and How to Help Them." I believe Mrs. Thomas will have some definite things to say to you concerning "pressure," "grading," and possibly "rewarding."

I would like to lead your thinking into a different direction. Each child is different from every other child but he also has many of the characteristics common to all children. In the sense that he is different, he reacts differently to his environment and the forces that are at work in it. Sometimes he doesn't seem to achieve as well as most children his chronological age and grade level and hence we label him a "slow learner." This label is used among educators because it says briefly that here is a normal child but for some reason his academic achievement does not seem to be as high as most other children who are his age and grade. This label, unfortunately, has crept into the literature and is used quite extensively and loosely. As a result, parents fear that this label might be attached to their child and if he does, many react with some resentment, and blame the school or some other force at work in the child's environment.

But let's look at our Johnny. He may not be the same height nor weight of other boys thirteen years old; but if he is healthy and strong, we don't worry about this. Likewise, our child may be making below average grades in school but is studying, learning, and is happy. Why should we press for more growth than he is capable of producing? If we do, then we are asking for trouble.

On the other hand, if Johnny can learn easily but for some reason or other is not achieving, we then have what we call an "underachiever," and we begin to look for causes and ways to get him to achieve better. There are many factors that enter into each individual case and each person must be studied individually.

School counselors help parents in cases like this. They also try to help parents understand and know if their child is a so-called "slow learner" or "underachiever." Standardized tests help counselors in appraising a child's ability and achievement. These, in themselves, are not enough; and other criteria are used to supplement test scores.

Let's go back to "What makes children want to learn." Again, many factors enter into the picture, but most important is that the child have an adequate self-image. If he believes he is worthless and can't do, no amount of coaxing or promised rewards will be successful in motivating him to want to learn. I have here a little paper I would like for each of you to have which sums up this idea much better than I can say it at this time. I hope you will read it and think about it. Remember that no child is a failure. He can't be a failure. What has he to fail in? He is alive and he is growing. There are only those persons or circumstances that fail him. He makes adjustments to life and learning situations that suit his personality and help him to keep his dignity or self-image as far as possible.

Let me give you an example. Here is a thirteen year old boy who finds himself in an eighth grade math class and at his level of competency he can only do the fourth basic arithmetical processes. He cannot possibly cope with fractions and formulas. Yet in the eighth grade he is expected to deal with these. He dawdles about instead of working. He talks to his classmates; he tries to attract attention. When rebuked by the teacher, he becomes resentful or belligerent and shows this in his reply to her. This boy is trying to cover up his feelings of inferiority and incompetency. No amount of trying to punish his misbehavior is going to solve his problem or cause him to do fractions or formulas. He can't at this point. He wants to learn. Someone is missing the cue.

Here is a girl who is very quiet and withdrawn. She never answers in class. She daydreams instead of studying. She assumes the attitude of "I don't know and

I don't care." She is adjusting in the best way she knows how to some problem in her environment. It may be simple; it may be major. In her daydreams she wants to be the smartest girl in the class. Someone has missed the cue in helping her to be the best person she is capable of. She feels she can't compete, so she withdraws and closes up.

At this point, I am going to make a statement that I know will be refuted; but nevertheless, I am going to make it. All children want to learn.

If your child apparently is not wanting to learn - ask yourself these questions:

1. Am I expecting too much of him?
2. Am I expecting too little?
3. Does he have confidence in himself or have I taught him that he can't?
4. Do I allow him to try, and encourage him in his efforts? If he fails, do I still support him? Do I use as little punishment as I can, but much discipline in establishing good havits and character traits?
5. Do I think school is important by reading and keeping up myself? Do I encourage my child to be respectful of school and authority or do I discourage him by telling about what I got by with in school, or how I told off the "cop" on the corner?
6. When my child brings home a good report do I just accept it, but when the report is bad do I threaten or use punishment?
7. Could I say, "Hey, this is wonderful, Let's have a celebration." Then do something nice with the child.
8. Could I say, "Hum, not so good. You and I must work this out. We'll get together and see what we can do here."

Remember that a childcreates his self-image from his environment. If we help him develop an adequate self-image, he will not only want to learn but will learn.

Also, remember that he will grow not as we perhaps wish him to grow, but as nature and environment shape him to grow and learn.

Talk Prepared by Study Group
Hesse Elementary School
November 3, 1965

By: Adna Johnson

PROBLEMS CONFRONTING CHILDREN GOING TO JUNIOR HIGH SCHOOL

Since every child is unique, each one will have problems pertinent to his own individual needs; however, there are problems that also seem common to age-groups as they progress through their school years.

In every new situation, adjustments and adaptations must be made. Going into junior high school is a new experience for children and presents many problems. The first problem we might discuss deals with maturation. Youngsters at this age are usually prepubertal in their development. Some of them have already reached puberty which is the time of life when a child is changing into an adult and yet some are still in the latter stage of childhood. In many primitive societies the child takes on the responsibilities of adulthood immediately, but we in America, have prolonged this period of change some six or eight years and call it "adolescence." Then in his latter teens or early twenties we can call him adult. Youngsters have learned to take advantage of their adolescence in many and various ways, and parents of adolescent children well know what I am talking about.

At puberty, or during the pubertal period, many changes are taking place in the child both physically and emotionally. The body grows at a tremendous rate so that boys appear awkward and girls become concerned about such things as big feet or a big nose. They haven't been accustomed to looking at themselves in this way. In girls, their breasts begin to develop, menstration appears, and they find themselves unable to control their emotions. They are wildly happy one minute and sadly depressed the next. They like one thing today and hate it tomorrow. As a result of these things happening to them, boys and girls become very self-conscious and are apt to let insignificant defects cause them to worry or become socially maladjusted. All adults concerned with the lives of their youngsters need assistance in understanding and helping them to accept themselves physically, socially, and emotionally. This is one reason for the creation of junior high schools.

Another problem related to their maturation is a rebellion against authority and, of course, parents. Peer relationships are more important to them during this period than parent approval. A wise parent, though, without seeming to butt in, needs to know who his child's friends are and what influence they are having on his or her life. If I were a parent of a teenager whose friends were not suitable, I would not hesitate to change the situation even though my child seem disturbed at the time. He wouldn't stay that way long.

Peer relationships can also influence the grades a child makes in school. If the crowd doesn't believe in study, your child isn't going to be different. He feels he must conform to his peer group.

Homework will definitely be a problem. In many elementary school teachers assign very little homework, but in junior high school teachers feel that the time has come when the child needs to assert some independence in study. Too, since he has several teachers instead of the traditional one, he finds that he is sometimes "loaded." This can be a very frustrating experience for a child just entering junior high school. He needs to learn how to budget his time in order to get all the necessary work done. Parents also get frustrated at this point, and many times the teachers receive a great deal of criticism from parents who say their child has hours of homework. Actually, if the child has learned how to work, he can accomplish the task in a much shorter time than he or the parent anticipates. I have some handouts entitled "Help Children With Homework the Right Way" which was taken from a recent issue of "Good Housekeeping." Read it carefully and follow the outlined procedure.

Another problem which children going to junior high school face, other than homework, is pressure of all kinds - pressure for good grades, pressure to get ready for college, pressure to participate in all extra curricula activities, social pressures, and many others that you know about.

I sincerely hope that before you exert pressures of these kinds on your children, you will appraise your child. You know her personality and his strengths and weaknesses better than anyone else. Don't try to push him into things for which his temperament and personality are not suited. If his grades do not come up to his capability, have a talk with the school counselor. This person is one who has some objective data about your child and can help you determine, to some extent, what grades to expect him to achieve in school. Remember, too, that he is having all sorts of growing up problems that he deals with daily.

Children going into junior high school like to appear more sophisticated than they really are. They are very small on the inside. They can't cope with all they meet, though they would like to make believe they can. They need very positive and firm guidance from parents. They, themselves, sometimes can't say "No," but they feel relieved when Dad or Mother says it for them.

There is a need for a favorable attitude of boys and girls toward sex as an important aspect of human life and existence. The problem should be dealt with honestly and frankly. Parents should feel inadequate to deal with this problem with their youngsters. There is no reason to let the problem go unheeded. Every junior high school has a counselor or teacher who are excellent in discussing problems of this nature with youngsters. If you wish their assistance, they are always happy to oblige. Every boy and girl in junior high school should identify with his counselor.

In our fast integrating society, we must not neglect the teaching of values known as morals to our youngsters. At this junior age, they do not know the "right or wrong" in many of their experiences. They must have help and guidance to strengthen their concepts.

These are a few of the problems of youth facing junior high school. This age has been termed "the problem age." The answers the youngsters arrives at through our guidance, help, and understanding will help him arrive at a more consistent philosophy of life so as to make his own more complete and more harmonious.

Talk prepared for PTA Study Group
Pulaski Elementary School
by Adna Johnson

STUDIES

FIRST GRADE STUDY

Survey Study of Romana Riley
and Thirty-Seventh Street
Schools (incomplete)

March 31, 1966

TO: Guidance Supervisor, Principal, First Grade Teachers

FROM: Adna Johnson, Elementary Counselor

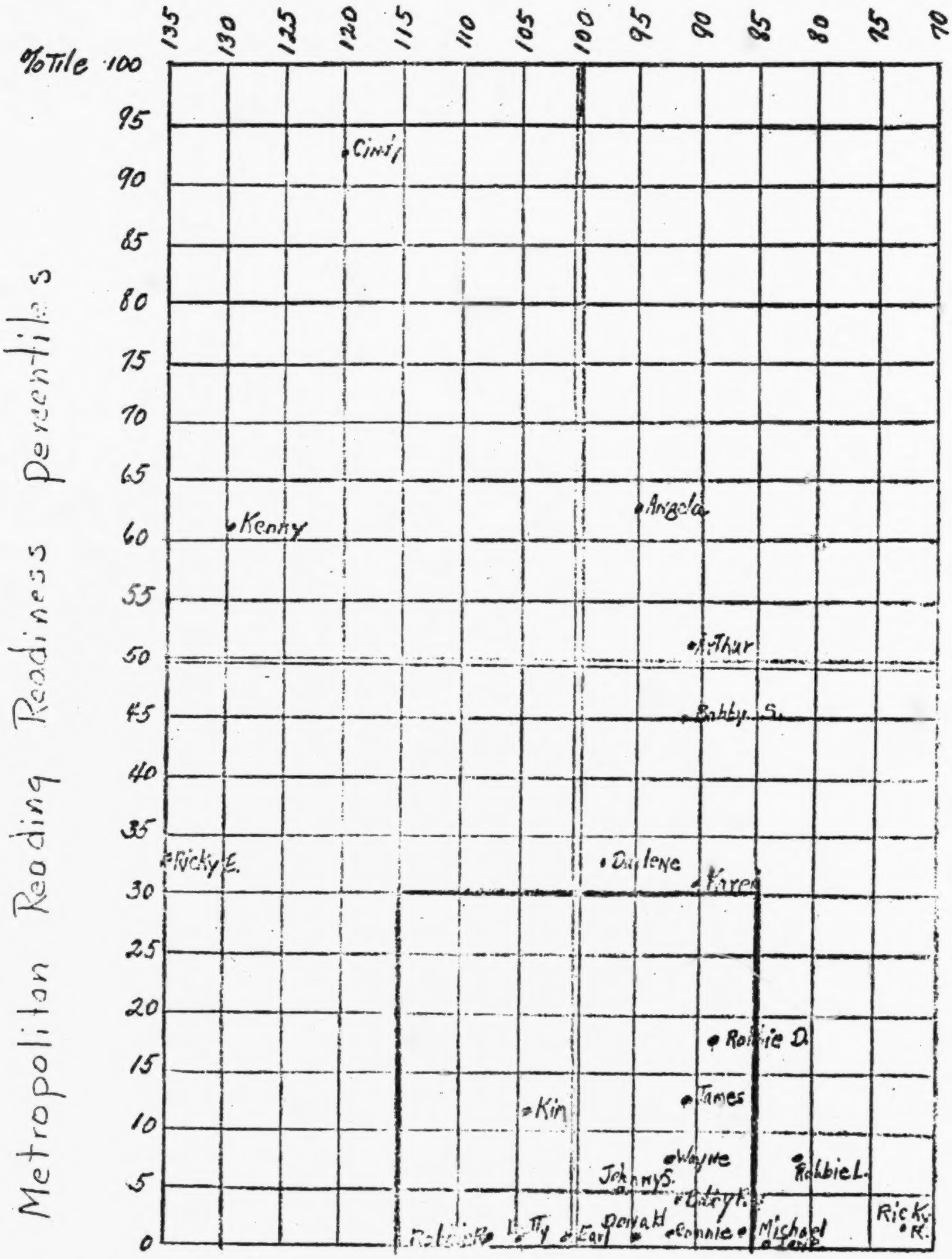
Re: Planning for First Graders at Thirty-Seventh Street School - 1966-67

A study of a first grade class seems to indicate that the Metropolitan Readiness Tests is an unreliable instrument to use in classifying or grouping first grade children for instructional purposes. Reasons for discounting its value are:

1. Children who have never participated in group activities are lost. Their relationships have been on a one-to-one basis. Hence, instructions given to a group are not understood by these individual children.
2. There are children who are not ready to follow a line or move a mark from top to bottom of a page.
3. This test is a timed test and some children become confused in trying to work as fast as the time indicates.
4. This test does indicate whether a child is ready for the many types of school activities he will become engaged in. Educators, generally, assume that performance on the Metropolitan Readiness Tests and aptitude are highly correlated, and, therefore, use this test as an instrument for ability grouping.

This first grade study did not validate the above assumption. The graph on the following page shows that twelve children with average intelligence (85-115) rated below the 30th percentile on Reading Readiness. Even though this study is a small sampling of children, there is evidence here for further study. Only twenty-three of the thirty children in the class could be plotted, due to an absence of percentile scores. Other factors to be considered in studying individual children are socio-economic status, changes for one school to another, and aptitude.

Columbia Mental Maturity Scale - First Grade - Oliver WF56



Total - 23

• Needed more preschool experiences. (Number 14)
61%

☐ Shows children with IQ's from 85-115 who rate below 30%.

All of the children, twelve of whom rated below the 30th percentile, were of low socio-economic status. (see Table I) One of them was a Negro, two were repeaters, and two had changed schools.

An IQ test (Columbia Mental Maturity Scale) was administered individually to each child. The percentile scores obtained from the Metropolitan Reading Readiness Test and the IQ scores were plotted on the graph to show their relationship. If scores on these two tests had high correlations, the percentile scores would move up nearer the center of the graph. Twelve children ranked in the normal range of IQ scores, 85-115, and yet ranked below the 30th percentile in readiness. Thus, 40 per cent of the children with normal IQ's rated below the 30th percentile on reading readiness.

RESULTS OF STUDY:

From a scattergram study of reading readiness percentiles and IQ scores with a small sampling of first graders, evidence seems to point out that the reading readiness tests are unreliable instruments to use in grouping first grade children who rate below the 30th percentile and who are disadvantaged. A more intensive and further investigations need be made with children who rate in the upper percentiles and in the normal range.

The conclusion at this point of the study is that the Metropolitan Reading Tests is an unreliable instrument to be used in homogeneous grouping of disadvantaged children beginning school.

From evidence given here, the elementary counselor requests permission to do further experimenting with children of low socio-economic status by doing the following things:

1. Give each first grader in the Thirty-Seventh Street School an individual Mental Maturity Test during the first three months of the school year 1966-67.

2. Allow the school to continue with its regular administration of the group readiness tests as usual.
3. After the individual tests have been completed, make necessary adjustments in grouping according to percentile scores in readiness, mental maturity scores, and teacher opinion, keeping in mind that children who have not reached the mental age of 6.0 cannot be expected to be ready for a program of formal reading instruction.
4. Keep a close check on individual achievement, and make adjustments in placement throughout the school year at least every twelve weeks. Children do not progress at the same rate.
5. Make provisions for all children to progress and for none to fail. Remember that no child is a failure.
6. Administer the Kuhlmann-Anderson Intelligence Test at the end of the year as is usually done.
7. Keep observational records on each child.
8. Work closely with parents.

Implications for instruction:

Added to the group of beginners for 1966-67 will be a group of children, possibly 10 or 12, who have not completed first grade. They will not be able to keep pace with fast learning beginners. Since they learn at approximately one-half of normal learners, it is expected that they will require more time to complete the grade requirements. From observation, it seems that these children need more individual and more concentrated-type help.

Therefore, in order to provide for growth without failure, there is need for a third teacher to work with this group and to work, also, with beginners who are not ready for formal school experience.

Suggestions for securing this third person might include:

1. A retired primary teacher who would be willing to work on the team and whose remuneration could be paid from some other source than the Board of Education funds.
2. A teacher employed on a full-time basis with two hours of time allotted to working in language activities with those children who did not complete the first grade, and two hours for those beginners who need longer readiness.
3. A non-certified teacher's aid working under close supervision of the regular teacher.

Plan of Work

The principal, counselor, teachers, parents, and other school personnel (school nurse, itinerant teachers, supervisors, etc.) form a team to insure successful school life for all children.

The two first grade classroom teachers work together on a team teaching basis. The helping teacher plans closely with the team teachers, and all three coordinate and integrate their activities.

The counselor and teachers keep close records

Organize parent groups for discussion, information, and counseling.

Re-evaluate each child every twelve weeks, and place him where he can do his best. Re-group if necessary.

Refer those children who need a psychological evaluation.

ECONOMIC STATUS OF FIRST GRADERS WHO RATED BELOW 30TH PERCENTILE ON READING READINESS

Student	Occupations of Parents		Education of Parents	
	Father	Mother	Father	Mother
Kim	Salesman, Tropical Overall Company	Bank Clerk	11th grade	10th grade
Robbie	Merchant Marine	Cashier, Levy's		
Betty Joe	Painter	Housewife	7th grade	11th grade
Earl	Sales Bottling Co.	Housewife	11th grade	11th grade
Johnny	Roofing Contractor	Nurses Aid	7th grade	12th grade
Donald (Adopted Negro)	Teacher	Librarian	M. A.	M. S.
Connie	Unknown	Dietician, Telfair Hospital	9th grade	11th grade
Bobby	Welder, Great Dane	Housewife	7th grade	10th grade
Wayne	Disabled	Housewife	7th grade	8th grade
James	Truck Operator, Union Bag	Housewife	9th grade	12th grade
Robbie	Box Maker, Union Bag	McCrory's	8th grade	12th grade
Michael (Lives with grandmother)	Merchant Seaman	Deceased	?	3rd grade (grandmother)

TABLE I

COLUMBIA MENTAL MATURITY SCALE
FIRST GRADE - OLIVER
1965-66

	Name	Date Tested	Percential Score	IQ
1.	Donald	12/10/65	1	95
2.	Betty Joe	12/9/65	1	105
3.	Frankie	1/14/66		95
4.	Karen	1/7/66	31	90
5.	Cindy	1/7/66	93	120
6.	Robbie	12/9/65	17	88
7.	Ricky	1/7/66	33	135
8.	Wayne	1/7/66	7	93
9.	Arthur	1/7/66	51	91
10.	Darlene	1/7/66	33	96
11.	Sam	12/10/65		117
12.	Angela	1/7/66	63	95
13.	James	12/16/65	13	91
14.	Robbie	1/7/66	7	81
15.	Bobby Ray	12/10/65	4	92
16.	Patrica	1/14/66		100
17.	Robbie	12/9/65	1	107
18.	Ricky	12/9/65	2	73
19.	Micheal	1/3/66	2	86
20.	Connie	12/10/65	2	93
21.	Bobby	1/7/66	45	91
22.	Johnny	12/16/65	5	96
23.	Kenney	1/7/66	61	129
24.	Linda	3/3/66		102
25.	Edith	1/14/66		118
26.	Earl	12/10/66	1	101
27.	Kitty	3/10/66		92
28.	Kim	12/16/65	12	104
29.	Jane	12/9/65	1	84

SURVEY STUDY

RILEY AND THIRTY-SEVENTH STREET ELEMENTARY SCHOOLS

A survey was made of the student body at Riley and Thirty-Seventh Street Elementary Schools and a study done to determine if pupils from broken homes make poorer grades than those in homes where the original parents are living together. (These we called the together families.) The broken homes were those homes where one or none of the original parents are living in the home.

The following information was obtained in the survey at Riley:

Number families in school	458
Number members in these families	2,314
Number children in Riley School	727
Number entering school 1966-67 according to records	23
Number families together	337 (74%)
Number broken families	121 (26%)

The average grades in reading and arithemetic for the first five six-weeks' marking periods were used for comparison. Each child in school was rated. The scale used was as follows:

A - 4 points
B - 3 points
C - 2 points
D - 1 point
F - 0 point

The totals for the two groups (together - broken) were obtained. The together group obtained a mean of 3.79. The broken group obtained 3.54. The difference of the means was .25.

The same survey was done on the student body at Thirty-Seventh Street School.

Number families in school	219
Number members in these families	990
Number children in Thirty-Seventh Street School	329
Number families together	146
Number broken families	65 (30%)
Number children from together families	236
Number children in Thirty-Seventh Street School from broken homes	83

Mean achievement in reading and arithmetic for together children	4.2
Mean achievement in reading and arithmetic for children from broken homes	3.9
The difference in the means is	.3

EVALUATION

Report - Derrell Hendley, Principal
Thirty-Seventh Street School

The Job of the Elementary Guidance Counselor
As Seen by Elementary Teachers
August 1965 and June 1966

Evaluation of Group Therapy
Jerry Allen, School Psychologist

The guidance and counseling program at Thirty-Seventh Street Elementary School, in my opinion, has gotten off to a successful start. This is said in spite of the fact that its beginning in this school might be termed as slow, due to the circumstances of not having had a counseling area set up at the beginning of the school year, having a new principal who was not thoroughly familiar with his school's problems and community, having almost 50% new faculty members, and having a counselor who was not thoroughly familiar with the school.

Despite these handicaps, however, progress has been made, and plans for next school term have been discussed. Students, teachers, and parents are now aware that they can take problems and questions to the school counselor. We now feel that we have our "feet on the ground" and can move forward with a little more feeling of just what it is we want accomplished.

Probably the biggest problem we have is the fact that the counselor is shared between two schools. We, at Thirty-Seventh Street School, feel that due to the environmental factors in the school community and the severity of problems, the services of the full-time counselor are needed at this time.

Derrell Hendley, Principal
Thirty-Seventh Street School

THE JOB OF THE ELEMENTARY GUIDANCE COUNSELOR
AS SEEN BY ELEMENTARY TEACHERS
AUGUST 1965

In the Area of Testing

1. Refer for testing
2. Individual testing for special children
3. Help teachers understand how to best use test results
4. Administer all types of test
5. Give tests and score them

Working with Parents

1. Work in community with groups and family
2. Act as a laison person between child, school, home, and community
3. Help with improving home-school relationships
4. Parent consultation
5. Help parents understand their children
6. Help parents understand curriculum changes

Working with Teachers

1. Assist teachers with problems pertaining to guidance, curriculum, and/or counseling
2. Identify underachievers and study ways of motivation
3. Study emotional problems of children
4. A resource person
5. Study child behavior
6. Provide literature for child study
7. Study child behavior with teacher
8. Help teacher to identify problems early
9. Case conferences
10. Help the teacher understand the individual child
11. Help teachers with testing
12. Help meet the needs of individual teachers
13. Help teachers with special children
14. Help teachers to help children have a better understanding of themselves as persons
15. Help with problems that arise in the classroom

Working with Children

1. To determine the needs of all children as they relate particularly to their academic pursuits and try to meet these needs effectively
2. Study emotional problems of children
3. Help a child find his interests
4. Placement of child
5. Help children adjust to school
6. Orientation in junior high school
7. Work with children who need discipline (disturbed - misfits)
8. Refer children with special problems
9. Help child who has home problems
10. Be a friend to whom a worried child may talk
11. Study children with social problems
12. Group guidance

Overall Program

1. [illegible] of program along with principal and teachers

GUIDANCE CHECK LIST FOR TEACHERS
JUNE 1966

Riley and Thirty-Seventh Street Schools - Total 37

Teachers were asked to write what they thought a guidance program should contain. The outline on the previous page is a compilation of ideas expressed in August 1965. This outline was used as a check sheet to get teacher reaction in June 1966. Results are shown below:

Do you think that the work of the counselor should include the following items? Mark Yes or No.

In the Area of Testing	Yes	No
1. Refer for testing	26	9
2. Individual testing for special children	35	2
3. Help teachers understand how to best use test results	35	2
4. Administer all types of test	11	25
5. Give tests and score them	13	23

Working with Parents	Yes	No
1. Work in community with groups and family	26	9
2. Act as a laison person between child, school, home, and community	33	3
3. Help with improving home-school relationships	34	1
4. Parent consultation	31	6
5. Help parents understand their children	34	2
6. Help parents understand curriculum changes	23	14

Working with Teachers	Yes	No
1. Assist teachers with problems pertaining to guidance, curriculum, and/or counseling	37	0
2. Identify underachievers and study ways of motivation	27	8
3. Study emotional problems of children	34	3
4. A resource person	25	11
5. Study child behavior	33	3
6. Provide literature for child study	23	12
7. Study child behavior with teacher	32	1
8. Help teacher to identify problems early	33	1
9. Case conferences	35	0
10. Help the teacher understand the individual child	34	3
11. Help teachers with testing	18	19
12. Help meet the needs of individual teachers	23	6
13. Help teachers with special children	30	2
14. Help teachers to help children have a better understanding of themselves as persons	32	3
15. Help with problems that arise in the classroom	28	6

Working with Children	Yes	No
1. To determine the needs of all children as they relate particularly to their academic pursuits and try to meet these needs effectively	24	12

	Yes	No
2. Study emotional problems of children	35	1
3. Help a child find his interests	30	7
4. Placement of child	25	11
5. Help children adjust to school	29	7
6. Orientation to junior high school	19	11
7. Work with children who need discipline (disturbed - misfits)	34	2
8. Refer children with special problems	35	1
9. Help children who has home problems	34	2
10. Be a friend to whom a worried child may talk	37	0
11. Study children with special problems	37	0
12. Guidance group	30	5
Overall Program		
1. Evaluation program along with principal and teacher	32	0

(Some teachers did not react to all items)

EVALUATION OF THE THERAPY SESSIONS

The productiveness of the group counseling sessions was limited due to several factors. The main handicap was the number of children who dropped out of counseling because of the reasons already listed, leaving too small a group to really be effective in terms of developing relationships. Another factor which interfered with the time of day when the meetings were held - immediately after lunch in a room which was not well ventilated; the room is situated with its only window facing the school's exit to the playground, resulting in many distractions during the sessions.

Most of the sessions were taped; many of the boys had a continuous interest in the taping processes at the end of the sessions, always asking to be allowed to listen to themselves. This is not surprising, since these children are all considered culturally deprived. The classification of "culturally deprived" in itself offered a major hurdle, since "talking" therapy is so difficult for them. These children are limited verbally and are not accustomed to "talking out" problems, being much more at home when "fighting out" problems.

Individual diagnosis of the group members reveal an admixture of psychological disorders ranging on a continuum from extreme hyperactiveness to extreme passivity, including neurological disorders, compulsiveness, hostility, and such acting-out behavior. This was too heterogeneous a group at times.

However, all was not negative. These boys, as they worked throughout the sessions, began to be able to discuss problems with meaningfulness, often pointing out to a peer that his solution to a problem would only bring about a multitude of other difficulties. In several instances, a group member would discuss a situation he was in which he was going to settle by a fight after school, only to return to the next session to state that he had changes his mind and had solved the problem some other way. The most promising result of the sessions was the fact that the group members did not want to terminate the group sessions. The final freedom with which the boys could express feelings toward and about each other, teachers, peers, and the group leaders indicated that they felt secure in the group. In no instance did the group leaders hear of a breach in confidentiality by any group member.

The final evaluation then can be summed up in one word: promising. We hope to have several therapy groups next year, putting into practice improvements in techniques and the indications of this year's evaluation.

Jerry Allen
School Psychologist

YEARLY REPORT

Statistical Report

Evaluation

Socio-Economic Information

Statistics on Faculty
  Romana Riley Elementary School
  Thirty-Seventh Street Elementary School

YEARLY REPORT OF PILOT PROJECT IN ELEMENTARY GUIDANCE AT RILEY AND THIRTY-SEVENTH STREET ELEMENTARY SCHOOLS - SAVANNAH, GEORGIA
1965-56

I Description of School	Number
A. Number of counselors	2
B. Number of schools	2
C. Number of teachers	
Riley	23
Thirty-Seventh	13
D. Number of pupils	
Riley	696
Thirty-Seventh	315
E. Report on faculty - ages, education, length of service, etc. *see chart	

II Description of Community

- A. Education of parents
- B. Marital status
- C. Occupation of father
- D. Occupation of mother
- E. Number of families
- F. Number of children - average
  - * See charts for above data

III Objectives of Program

- A. To determine
  - 1. the content of an elementary guidance program
  - 2. The function of a guidance worker in relationship to other staff members and the community.

IV Guidance Procedures Used in Developing Objectives of Program	%age of time
A. Contacts with individuals - students, parents, teachers, etc.	39%
B. Group guidance	
1. Counseling with students	15%
2. Counseling with parents	4%
3. In-service with teachers	6%
4. In-service meetings for the counselor as - national, state, county, and elementary counselors (with coordinator, county or state)	15%
5. Case conferences)	
6. Orientation)	1%
V Gathering Information and Compiling Data	
A. Tests and test interpretation	8%
B. Records - log, case reports, interviews, letters, etc.	8%
C. Studies	4%

VI Narrative Report

- A. One well-written study - reaction of faculty toward counseling in the elementary school at the beginning of the year and at the close of the year. *See following outlines

B. Three strengths of program
   1. Identification of problems and problem areas
   2. Group counseling.
   3. Much information about the school and community.

C. Three weaknesses
   1. Resistance to guidance services
   2. Faculty In-Service program
   3. Lack of time for conferences with teachers

C. What Next?
   *See Evaluation.

EVALUATION

The counselor began the year with one major idea - that effective guidance is an integral part of the school, and the program must evolve from the needs of the particular school.

In looking back over the counselor's first year in elementary schools, several principles have envolved that should be noted:

1. Guidance programs develop slowly. Guidance is a gradual process.
2. Each school must develop its own program in accordance to its needs.
3. Principals must assume leadership in activating the program.
4. Teachers must actively participate.
5. The whole school community must be taught an understanding of the purpose and methods of guidance.
6. Guidance is concerned with changing attitudes.
7. Counselors must maintain good relations with co-workers.
8. Counselors have no authority over anyone, yet are responsible for the success of the entire program.
9. The school counselor is a general practitioner. He observes behavior and works for better adjustment of individuals, but he should not attempt to diagnose behavior. Leave that to the psychologist.
10. The counselor knows when a child should be referred and should not hesitate to do so.

Plans are now in progress for group guidance concerned with "The World of Work" for next year. Also, a program of in-service in the guidance and counseling area have been made at Thirty-Seventh Street School.

Adna Johnson

SOCIO-ECONOMIC STANDING GRADE 2 RILEY ELEMENTARY SCHOOL

Total Number 85

Education of Father

Grade Level

5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
1	0	2	8	11	6	7	28	1	4	3	3	11	85

Median - 12 yrs.

Education of Mother

Grade Level

5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Nurses' School	Business Course	Total
1	2	3	5	8	13	11	26	1	1	0	0	11	1	1	85

Median - 11 yrs.

Marital Status

T	D	S	D&R
70	10	2	8

T-Together D-Divorced S-Separated D&R-Divorced & Remarried

Occupations Father

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
9	18	7	0	12	12

Unemployed	Retired	Unknown
3	2	4

Occupations Mother

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
3	10	8	0	0	0

Unskilled	Housewife	Unknown
2	56	4

Number of Children

1	2	3	4	5	6	7	8
5	17	21	18	17	5	1	1

Average child per family 3.6

SOCIO-ECONOMIC INFORMATION GRADE 4 RILEY ELEMENTARY SCHOOL

Total Number 97

Education of Father

Grade Level	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
Number	1	2	4	5	8	5	9	6	33	3	4	2	5	10	97

Median - 12 yrs.

Education of Mother

Grade Level	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
Number		2	1	5	7	6	9	13	43	1	4	0	2	4	97

Median - 12 yrs.

Marital Status

T	D	S	W	D&R	Total
68	14	2	4	9	97

T - Together D - Divorced S - Separated
W - Widowed D&R - Divorced & Remarried

Number of Children

1	2	3	4	5	6	7	8	9
4	18	28	25	7	8	3	3	1

3.6 children per family

Occupations Father

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
14	11	21	1	23	10

Unskilled	Unemployed	Unknown	Total
4	3	9	96

1 Deceased

Occupations Mother

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
4	22	1	0	2	1

Unskilled	Housewife	Total
3	62	95

SOCIO-ECONOMIC STANDING GRADE 2 THIRTY-SEVENTH STREET SCHOOL

TOTAL NUMBER 38

Education of Father

Grade Level	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
Number	3	0	0	1	1	4	2	5	1	15	1	3	0	1	1	38

Education of Mother

Grade Level	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
Number	0	0	2	1	2	3	1	3	2	16	4	4	0	1	3	38

Marital Status

T	D	S	U	D&R	Total
26	8	3	1	7	38

T - Together D - Divorced S - Separted
U - Unknown D&R - Divorced & Remarried

Occupations Father

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
0	7	9	0	11	8

Unskilled	Unemployed	Retired	Unknown
1	0	0	1

Occupations Mother

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
0	3	3	0	0	2

Unknown	Housewives
2	28

Number in Family

2	12	5	5	8	3	2	1
1	2	3	4	5	6	7	Unknown

Average child per family 3.5

SOCIO-ECONOMIC STANDING - THIRTY-SEVENTH STREET SCHOOL
GRADE SIX - PHILLIPS
TOTAL NUMBER 34

Education of Fathers	Grade Level													
	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown
Number	0	3	2	3	4	1	5	2	11	1	1	0	0	1

Education of Mothers	Grade Level															
	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Masters Degree	Deceased
Number	1	0	3	1	6	5	4	1	9	0	1	0	0	1	1	1

Marital Status	Together	Divorced	Separated	Divorced & Remarried	Unknown	Deceased
	23	7	1	7	1	2

Occupation of Father	Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
	2	6	5	1	10	6
	Unskilled	Unemployed	Retired	Unknown	Deceased	
	2	2	0	1	1	

Occupation of Mothers	Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
	2	5	2	0	0	1
	Unknown	Housewives				
	5	19				

Number in Family	1	5	11	4	3	2	5	2	1	Average child per family 4.3
	1	2	3	4	5	6	7	8	9	

STATISTICS ON FACULTY - ROMANA RILEY ELEMENTARY SCHOOL

Marital Status	Married	Single	Male	Female
	15	8	0	23

Age	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
	4	3	5	1	1	3	1	3	2

Median - 33

Years in System	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	12th	15th	17th
	2	1	2	1	1	-	1	1	2	2	2	3	1

36th	37th	38th	41st	42nd	44th
-	1	1	1	1	1

Median - 10 yrs.

Years in other Systems	0	1	2	4	6	7	13
	12	2	4	2	1	1	1

Certification	B-5	DT-3	T-4	DT-4	DT-5
	1	1	5	15	1

Last Year of College Work	1953	1955	1956	1957	1960	1961	1962	1963	1964	1965	Unknown
	1	11	1	1	4	2	1	1	2	6	11

STATISTICS ON FACULTY - THIRTY-SEVENTH STREET SCHOOL - 1965-66

Marital Status

Married	Single	Male	Female
8	6	3	11

Age

20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
2	2	0	0	1	2	2	2	3

Number Years in this System	1	4	9	10	12	15	16	18	19	23	29	44
Number persons	2	1	2	1	1	1	1	1	1	1	1	1

Number Years in other Systems	0	2	4	6	10	12	14	16
Number persons	6	1	1	1	1	1	2	1

Certification

DT-3	B-4	T-4	DT-4	DT-5	A-5
1	1	2	6	3	1

Last Year of College Work

1952	1955	1958	1960	1961	1964	1965
1	1	1	1	3	4	3

FORMS

EVALUATION OF IN-SERVICE PROGRAM
SEVENTH GRADE SURVEY

Evaluation of In-Service Program

Teachers - Please return to Miss Norman before 3-28-66

1. Has this type of in-service study been helpful to you as an individual teacher?

2. Have you been able to use any of the community services? If so, which ones have you used?

3. Which person do you feel should refer children to community agencies we have studied - the teacher, principal and/or school counselor?

4. Have the guidance activities in the school been helpful to you? How?

5. What is your attitude concerning further study in this area?

SEVENTH GRADE SURVEY

1. Do you like schools?

2. How far in school do you expect to go?

3. What subject do you like best?

4. What subject do you like least?

5. Thinking back over your school life, which teacher has meant most to you?

6. What kind of a teacher do you like?

7. What kind of a friend do you like?

8. Who is your best friend in this class?

9. How many different schools have you attended?

10. Do you think a school should have a school counselor?

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The guidance and counseling program at Thirty-Seventh Street Elementary School, in my opinion, has gotten off to a successful start. This is said in spite of the fact that its beginning in this school might be termed as slow, due to the circumstances of not having had a counseling area set up at the beginning of the school year, having a new principal who was not thoroughly familiar with his school's problems and community, having almost 50% new faculty members, and having a counselor who was not thoroughly familiar with the school.

Despite these handicaps, however, progress has been made, and plans for next school term have been discussed. Students, teachers, and parents are now aware that they can take problems and questions to the school counselor. We now feel that we have our "feet on the ground" and can move forward with a little more feeling of just what it is we want accomplished.

Probably the biggest problem we have is the fact that the counselor is shared between two schools. We, at Thirty-Seventh Street School, feel that due to the environmental factors in the school community and the severity of problems, the services of the full-time counselor are needed at this time.

Derrell Hendley, Principal
Thirty-Seventh Street School

THE JOB OF THE ELEMENTARY GUIDANCE COUNSELOR
AS SEEN BY ELEMENTARY TEACHERS
AUGUST 1965

In the Area of Testing

1. Refer for testing
2. Individual testing for special children
3. Help teachers understand how to best use test results
4. Administer all types of test
5. Give tests and score them

Working with Parents

1. Work in community with groups and family
2. Act as a laison person between child, school, home, and community
3. Help with improving home-school relationships
4. Parent consultation
5. Help parents understand their children
6. Help parents understand curriculum changes

Working with Teachers

1. Assist teachers with problems pertaining to guidance, curriculum, and/or counseling
2. Identify underachievers and study ways of motivation
3. Study emotional problems of children
4. A resource person
5. Study child behavior
6. Provide literature for child study
7. Study child behavior with teacher
8. Help teacher to identify problems early
9. Case conferences
10. Help the teacher understand the individual child
11. Help teachers with testing
12. Help meet the needs of individual teachers
13. Help teachers with special children
14. Help teachers to help children have a better understanding of themselves, as persons
15. Help with problems that arise in the classroom

Working with Children

1. To determine the needs of all children as they relate particularly to their academic pursuits and try to meet these needs effectively
2. Study emotional problems of children
3. Help a child find his interests
4. Placement of child
5. Help children adjust to school
6. Orientation in junior high school
7. Work with children who need discipline (disturbed - misfits)
8. Refer children with special problems
9. Help child who has home problems
10. Be a friend to whom a worried child may talk
11. Study children with social problems
12. Group guidance

Overall Program

1. Evaluation of program along with principal and teachers

GUIDANCE CHECK LIST FOR TEACHERS
JUNE 1966

Riley and Thirty-Seventh Street Schools - Total 37

Teachers were asked to write what they thought a guidance program should contain. The outline on the previous page is a compilation of ideas expressed in August 1965. This outline was used as a check sheet to get teacher reaction in June 1966. Results are shown below:

Do you think that the work of the counselor should include the following items? Mark Yes or No.

	Yes	No
In the Area of Testing		
1. Refer for testing	26	9
2. Individual testing for special children	35	2
3. Help teachers understand how to best use test results	35	2
4. Administer all types of test	11	25
5. Give tests and score them	13	23
Working with Parents		
1. Work in community with groups and family	26	9
2. Act as a laison person between child, school, home, and community	33	3
3. Help with improving home-school relationships	34	1
4. Parent consultation	31	6
5. Help parents understand their children	34	2
6. Help parents understand curriculum changes	23	14
Working with Teachers		
1. Assist teachers with problems pertaining to guidance, curriculum, and/or counseling	37	0
2. Identify underachievers and study ways of motivation	27	8
3. Study emotional problems of children	34	3
4. A resource person	25	11
5. Study child behavior	33	3
6. Provide literature for child study	23	12
7. Study child behavior with teacher	32	1
8. Help teacher to identify problems early	33	1
9. Case conferences	35	0
10. Help the teacher understand the individual child	34	3
11. Help teachers with testing	18	19
12. Help meet the needs of individual teachers	23	6
13. Help teachers with special children	30	2
14. Help teachers to help children have a better understanding of themselves as persons	32	3
15. Help with problems that arise in the classroom	28	6
Working with Children		
1. To determine the needs of all children as they relate particularly to their academic pursuits and try to meet these needs effectively	24	12

	Yes	No
2. Study emotional problems of children	35	1
3. Help a child find his interests	30	7
4. Placement of child	25	11
5. Help children adjust to school	29	7
6. Orientation to junior high school	19	11
7. Work with children who need discipline (disturbed - misfits)	34	2
8. Refer children with special problems	35	1
9. Help children who has home problems	34	2
10. Be a friend to whom a worried child may talk	37	0
11. Study children with special problems	37	0
12. Guidance group	30	5
Overall Program		
1. Evaluation program along with principal and teacher	32	0

(Some teachers did not react to all items)

EVALUATION OF THE THERAPY SESSIONS

The productiveness of the group counseling sessions was limited due to several factors. The main handicap was the number of children who dropped out of counseling because of the reasons already listed, leaving too small a group to really be effective in terms of developing relationships. Another factor which interfered with the time of day when the meetings were held - immediately after lunch in a room which was not well ventilated; the room is situated with its only window facing the school's exit to the playground, resulting in many distractions during the sessions.

Most of the sessions were taped; many of the boys had a continuous interest in the taping processes at the end of the sessions, always asking to be allowed to listen to themselves. This is not surprising, since these children are all considered culturally deprived. The classification of "culturally deprived" in itself offered a major hurdle, since "talking" therapy is so difficult for them. These children are limited verbally and are not accustomed to "talking out" problems, being much more at home when "fighting out" problems.

Individual diagnosis of the group members reveal an admixture of psychological disorders ranging on a continuum from extreme hyperactiveness to extreme passivity, including neurological disorders, compulsiveness, hostility, and such acting-out behavior. This was too heterogeneous a group at times.

However, all was not negative. These boys, as they worked throughout the sessions, began to be able to discuss problems with meaningfulness, often pointing out to a peer that his solution to a problem would only bring about a multitude of other difficulties. In several instances, a group member would discuss a situation he was in which he was going to settle by a fight after school, only to return to the next session to state that he had changes his mind and had solved the problem some other way. The most promising result of the sessions was the fact that the group members did not want to terminate the group sessions. The final freedom with which the boys could express feelings toward and about each other, teachers, peers, and the group leaders indicated that they felt secure in the group. In no instance did the group leaders hear of a breach in confidentiality by any group member.

The final evaluation then can be summed up in one word: promising. We hope to have several therapy groups next year, putting into practice improvements in techniques and the indications of this year's evaluation.

Jerry Allen
School Psychologist

YEARLY REPORT

Statistical Report

Evaluation

Socio-Economic Information

Statistics on Faculty
  Romana Riley Elementary School
  Thirty-Seventh Street Elementary School

YEARLY REPORT OF PILOT PROJECT IN ELEMENTARY GUIDANCE AT RILEY AND THIRTY-SEVENTH STREET ELEMENTARY SCHOOLS - SAVANNAH, GEORGIA
1965-56

I Description of School	Number
A. Number of counselors	2
B. Number of schools	2
C. Number of teachers	
Riley	23
Thirty-Seventh	13
D. Number of pupils	
Riley	696
Thirty-Seventh	315
E. Report on faculty - ages, education, length of service, etc. *see chart	

II Description of Community

A. Education of parents
B. Marital status
C. Occupation of father
D. Occupation of mother
E. Number of families
F. Number of children - average
* See charts for above data

III Objectives of Program

A. To determine
1. the content of an elementary guidance program
2. The function of a guidance worker in relationship to other staff members and the community.

IV Guidance Procedures Used in Developing Objectives of Program	%age of time
A. Contacts with individuals - students, parents, teachers, etc.	39%
B. Group guidance	
1. Counseling with students	15%
2. Counseling with parents	4%
3. In-service with teachers	6%
4. In-service meetings for the counselor as - national, state, county, and elementary counselors (with coordinator, county or state)	15%
5. Case conferences) 6. Orientation)	1%
V Gathering Information and Compiling Data	
A. Tests and test interpretation	8%
B. Records - log, case reports, interviews, letters, etc.	8%
C. Studies	4%

VI Narrative Report

A. One well-written study - reaction of faculty toward counseling in the elementary school at the beginning of the year and at the close of the year. *See following outlines

B. Three strengths of program
    1. Identification of problems and problem areas
    2. Group counseling.
    3. Much information about the school and community.

C. Three weaknesses
    1. Resistance to guidance services
    2. Faculty In-Service program
    3. Lack of time for conferences with teachers

C. What Next?
    *See Evaluation.

EVALUATION

The counselor began the year with one major idea - that effective guidance is an integral part of the school, and the program must evolve from the needs of the particular school.

In looking back over the counselor's first year in elementary schools, several principles have envolved that should be noted:

1. Guidance programs develop slowly. Guidance is a gradual process.
2. Each school must develop its own program in accordance to its needs.
3. Principals must assume leadership in activating the program.
4. Teachers must actively participate.
5. The whole school community must be taught an understanding of the purpose and methods of guidance.
6. Guidance is concerned with changing attitudes.
7. Counselors must maintain good relations with co-workers.
8. Counselors have no authority over anyone, yet are responsible for the success of the entire program.
9. The school counselor is a general practitioner. He observes behavior and works for better adjustment of individuals, but he should not attempt to diagnose behavior. Leave that to the psychologist.
10. The counselor knows when a child should be referred and should not hesitate to do so.

Plans are now in progress for group guidance concerned with "The World of Work" for next year. Also, a program of in-service in the guidance and counseling area have been made at Thirty-Seventh Street School.

Adna Johnson

SOCIO-ECONOMIC STANDING GRADE 2 RILEY ELEMENTARY SCHOOL

Total Number 85

Education of Father

Grade Level

5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
1	0	2	8	11	6	7	28	1	4	3	3	11	85

Median - 12 yrs.

Education of Mother

Grade Level

5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Nurses' School	Business Course	Total
1	2	3	5	8	13	11	26	1	1	0	0	11	1	1	85

Median - 11 yrs.

Marital Status

T	D	S	D&R
70	10	2	8

T-Together D-Divorced S-Separated D&R-Divorced & Remarried

Occupations Father

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
9	18	7	0	12	12

Unemployed	Retired	Unknown
3	2	4

Occupations Mother

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
3	10	8	0	0	0

Unskilled	Housewife	Unknown
2	56	4

Number of Children

1	2	3	4	5	6	7	8
5	17	21	18	17	5	1	1

Average child per family 3.6

SOCIO-ECONOMIC INFORMATION GRADE 4 RILEY ELEMENTARY SCHOOL

Total Number 97

Education of Father

Grade Level	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
Number	1	2	4	5	8	5	9	6	33	3	4	2	5	10	97

Median - 12 yrs.

Education of Mother

Grade Level	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
Number		2	1	5	7	6	9	13	43	1	4	0	2	4	97

Median - 12 yrs.

Marital Status

T	D	S	W	D&R	Total
68	14	2	4	9	97

T - Together D - Divorced S - Separated
W - Widowed D&R - Divorced & Remarried

Number of Children

1	2	3	4	5	6	7	8	9
4	18	28	25	7	8	3	3	1

3.6 children per family

Occupations Father

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
14	11	21	1	23	10

Unskilled	Unemployed	Unknown	Total
4	3	9	96

1 Deceased

Occupations Mother

Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
4	22	1	0	2	1

Unskilled	Housewife	Total
3	62	95

SOCIO-ECONOMIC STANDING GRADE 2 THIRTY-SEVENTH STREET SCHOOL

TOTAL NUMBER 38

Education of Father	Grade Level 3	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
Number	3	0	0	1	1	4	2	5	1	15	1	3	0	1	1	38

Education of Mother	Grade Level 3	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Total
Number	0	0	2	1	2	3	1	3	2	16	4	4	0	1	3	38

Marital Status	T	D	S	U	D&R	Total
	26	8	3	1	7	38

T - Together D - Divorced S - Separted
U - Unknown D&R - Divorced & Remarried

Occupations Father	Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
	0	7	9	0	11	8

Unskilled	Unemployed	Retired	Unknown
1	0	0	1

Occupations Mother	Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
	0	3	3	0	0	2

Unknown	Housewives
2	28

Number in Family	2	12	5	5	8	3	2	1
	1	2	3	4	5	6	7	Unknown

Average child per family 3.5

SOCIO-ECONOMIC STANDING - THIRTY-SEVENTH STREET SCHOOL
GRADE SIX - PHILLIPS
TOTAL NUMBER 34

Education of Fathers	Grade Level													
	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown
Number	0	3	2	3	4	1	5	2	11	1	1	0	0	1

Education of Mothers	Grade Level															
	4	5	6	7	8	9	10	11	12	13	14	15	16	Unknown	Masters Degree	Deceased
Number	1	0	3	1	6	5	4	1	9	0	1	0	0	1	1	1

Marital Status	Together	Divorced	Separated	Divorced & Remarried	Unknown	Deceased
	23	7	1	7	1	2

Occupation of Father	Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
	2	6	5	1	10	6
	Unskilled	Unemployed	Retired	Unknown	Deceased	
	2	2	0	1	1	

Occupation of Mothers	Professional	Clerical & Sales	Service	Agriculture, etc.	Skilled	Semi-skilled
	2	5	2	0	0	1
	Unknown	Housewives				
	5	19				

Number in Family	1	5	11	4	3	2	5	2	1	Average child per family 4.3
	1	2	3	4	5	6	7	8	9	

STATISTICS ON FACULTY - ROMANA RILEY ELEMENTARY SCHOOL

Marital Status

Married	Single	Male	Female
15	8	0	23

Age

20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
4	3	5	1	1	3	1	3	2

Median - 33

Years in System

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	12th	15th	17th
2	1	2	1	1	-	1	1	2	2	2	3	1

36th	37th	38th	41st	42nd	44th
-	1	1	1	1	1

Median - 10 yrs.

Years in other Systems

0	1	2	4	6	7	13
12	2	4	2	1	1	1

Certification

B-5	DT-3	T-4	DT-4	DT-5
1	1	5	15	1

Last Year of College Work

1953	1955	1956	1957	1960	1961	1962	1963	1964	1965	Unknown
1	11	1	1	4	2	1	1	2	6	11

STATISTICS ON FACULTY - THIRTY-SEVENTH STREET SCHOOL - 1965-66

Marital Status	Married	Single	Male	Female
	8	6	3	11

Age	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
	2	2	0	0	1	2	2	2	3

Number Years in this System	1	4	9	10	12	15	16	18	19	23	29	44
Number persons	2	1	2	1	1	1	1	1	1	1	1	1

Number Years in other Systems	0	2	4	6	10	12	14	16
Number persons	6	1	1	1	1	1	2	1

Certification	DT-3	B-4	T-4	DT-4	DT-5	A-5
	1	1	2	6	3	1

Last Year of College Work	1952	1955	1958	1960	1961	1964	1965
	1	1	1	1	3	4	3

FORMS

EVALUATION OF IN-SERVICE PROGRAM
SEVENTH GRADE SURVEY

Evaluation of In-Service Program

Teachers - Please return to Miss Norman before 3-28-66

1. Has this type of in-service study been helpful to you as an individual teacher?

2. Have you been able to use any of the community services? If so, which ones have you used?

3. Which person do you feel should refer children to community agencies we have studied - the teacher, principal and/or school counselor?

4. Have the guidance activities in the school been helpful to you? How?

5. What is your attitude concerning further study in this area?

SEVENTH GRADE SURVEY

1. Do you like schools?

2. How far in school do you expect to go?

3. What subject do you like best?

4. What subject do you like least?

5. Thinking back over your school life, which teacher has meant most to you?

6. What kind of a teacher do you like?

7. What kind of a friend do you like?

8. Who is your best friend in this class?

9. How many different schools have you attended?

10. Do you think a school should have a school counselor?

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